



FRENCH



MODULE

7

LA MÉTÉO



Learning
Technologies
Branch

Alberta
LEARNING

French 13

Module 7

La météo (The Weather)



French 13
Student Module Booklet
Module 7
La météo (The Weather)
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Parents	
General Public	
Other	



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Bienvenue au Module 7!

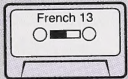
Welcome to Module 7!

We hope you will enjoy your study of
La météo (The Weather).

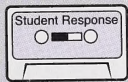
Many icons are used in this course to guide you through your learning.



Use your text, *Arc-en-ciel 1*, and turn to the page indicated.



Use your prerecorded audiocassette, and listen to the segment indicated.



Use two or more of your own audiocassettes, one as a Student Response audiocassette to practise your oral work, and one for submitting your oral assignments. (If you prefer, you may submit your oral assignments on a videocassette.)



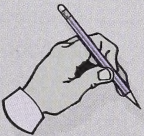
Complete the oral work on your own. Often, this means playing both roles.



If possible, complete this oral work with a partner.




Contact your learning facilitator to complete the oral work, or, if you are registered with the Alberta Distance Learning Centre, telephone ADLC and ask to speak to a French teacher.



Listen to the prerecorded Dictation audiocassette, and then write the sentences in the spaces provided in your Assignment Booklets.

Now, on to your study of **La météo.**



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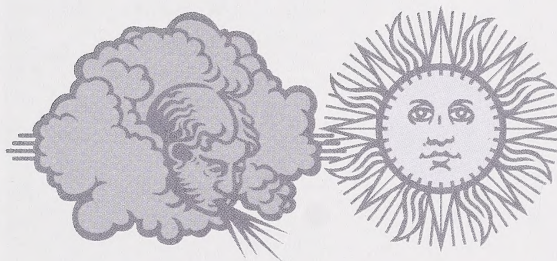
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OVERVIEW

Congratulations! You have completed Modules 1 to 6, which brings you to the last module in French 13. You have now gained important skills for listening, understanding, writing, and speaking in French. Each of the previous modules has introduced you to various people, places, and activities. In this module, you will use your acquired knowledge and skills to learn about the weather. You will be able to describe the weather that characterizes the four seasons. You will also learn about how the weather influences your choices of leisure activities and clothing.

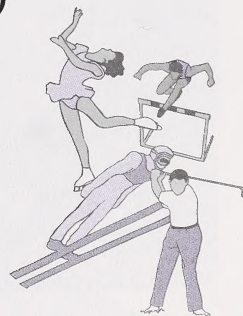


Module 7 **La météo** **(The Weather)**



section 1

Les Saisons
(The Seasons)



section 2

Le temps et la forme
(Weather and Physical Fitness)

Evaluation

Your mark in this module will be determined by your work in the Assignment Booklets. You must complete all assignments. In order to do well in them, it is important that you go over the module material several times and especially practise the listening and speaking activities. Remember to include vocabulary and things you have learned from the previous modules.

In this module, you are expected to complete two Assignment Booklets. The assignment breakdown is as follows:

Assignment Booklet 7A for Module 7: Section 1 and Section 2

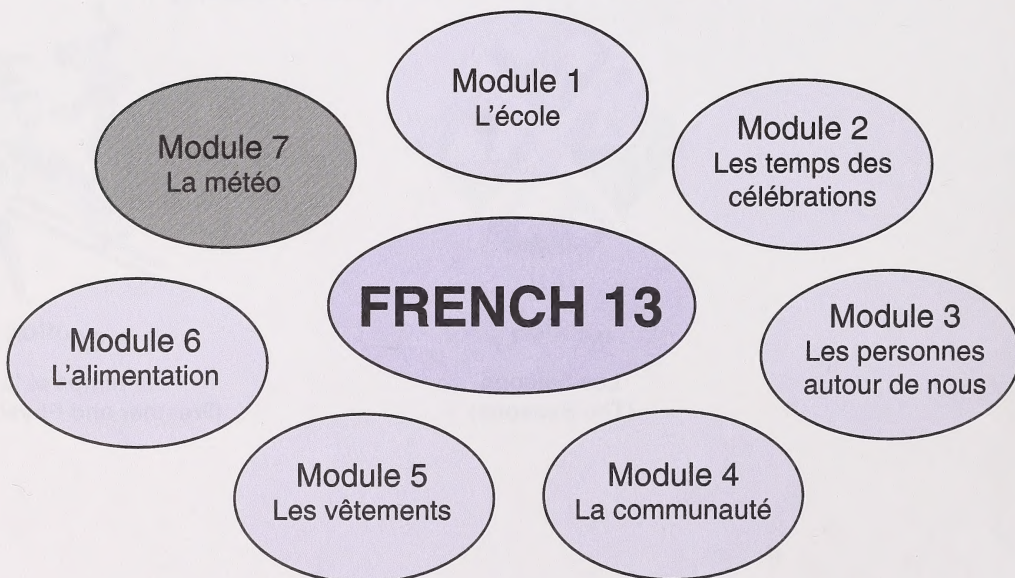
Section 1 Assignment	64 marks
Section 2 Assignment	<u>36 marks</u>
TOTAL	100 marks

Assignment Booklet 7B for Module 7: Final Module Assignment

Final Module Assignment	<u>50 marks</u>
TOTAL	50 marks

Course Overview

French 13 contains seven modules. The module you are working in is highlighted with grey.



Section

1

Les Saisons (The Seasons)



Everybody talks about it, but nobody can do anything about it. What is it? The weather!

Weather is probably very important to you. It can determine what you will do today and sometimes requires you to change your plans. In this section, you will learn how to talk about weather in French. You will be able to describe the weather to a friend and listen to a weather report (**la météo**) with understanding. Allons-y!

Activity 1: Au printemps (In Spring)

What is your favourite season?



Is it *spring* (**le printemps**)?



or *summer* (**l'été**)?



or *fall* (**l'automne**)?



or *winter* (**l'hiver**)?

What is Alberta weather like in spring?

Quel temps fait-il en Alberta au printemps?

In Alberta, the arrival of spring is marked by the snow melting, the temperature increasing, and flowers blooming. But there are sometimes snowstorms even in May! What a variety of weather we experience!

Sometimes *it is nice*. **Il fait beau.**

Sometimes *it is bad weather*. **Il fait mauvais.**

1.1

Symbols that represent different kinds of weather are not difficult to interpret. You have probably checked the weather in a newspaper or on TV and seen a map of Canada with common weather symbols showing the weather in each region.

Look at the *Canadian map (la carte canadienne)* and the weather symbols on it.



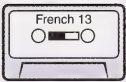
Listen to tape segment 701. You will hear the weather report for Canada for Victoria Day from the local radio station. Listen as often as you like. Repeat the names of the cities and the forecast for each. Use the symbols to help you recognize the forecast for each city. Then complete the question that follows.

Make a list of the cities as you hear them.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |




Check your answers in the Appendix, Section 1: Activity 1.1.

1.2



Listen to tape segment 702. You will hear some Canadian cities and their springtime weather.

Match the weather and its symbol to each city by placing the appropriate letter in the blank before each city.

	ville	symbol	mots
_____	1. Victoria		a. Il y a du vent.
_____	2. Regina		b. Il fait du soleil.
_____	3. Edmonton		c. Il pleut.

4. Toronto



d. Il y a des nuages.

5. Québec



e. Il fait chaud.

6. St-Jean



f. Il y a des orages et des éclairs.

7. Yellowknife



g. Il fait froid.

8. Winnipeg



h. Il y a des averses.

9. Fredericton



i. Il y a du brouillard.

10. Charlottetown



j. Il fait beau.

11. Whitehorse



k. Il neige.

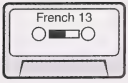
12. Halifax



l. Il fait mauvais.

Check your answers in the Appendix, Section 1: Activity 1.2.

1.3



Here is another forecast. As you listen to tape segment 703, draw the appropriate weather symbol beside the city.

1. Victoria

7. Yellowknife

2. Regina

8. Winnipeg

3. Edmonton

9. Fredericton

4. Toronto

10. Charlottetown

5. Québec

11. Whitehorse

6. St-Jean

12. Halifax

Check your answers in the Appendix, Section 1: Activity 1.3.

1.4

Notice the pattern in the weather expressions in French. Write two different patterns that are used to describe the weather.

- _____
- _____

If you wrote **Il fait ...** and **Il y a ...**, Bravo! You are correct.

In French **il fait** is used to talk about the weather and so is **il y a**.

1.5

Canada is not the only country where the weather changes. Look at page 118 in *Arc-en-ciel 1* to see how the weather changes in one week. Listen to tape segment 704 as you follow along in the textbook. Listen closely to the pronunciation.

Of course the weather can't possibly change so rapidly – or can it? As you listen to tape segment 705, do question 1 on page 118 of *Arc-en-ciel 1*.

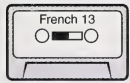
1. Textbook question 1:

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Rewind the cassette to the beginning of tape segment 704, and follow along with page 118 of your textbook, reading out loud with the tape. You may read it with a partner if you have one or out loud alone. Remember to rewind and repeat as often as you like.

2. A classmate is asking you about the weather shown in the illustrations on page 118 of *Arc-en-ciel 1*. Write one sentence from each picture that describes the weather on that day.

- a. lundi: _____
- b. mardi: _____
- c. mercredi: _____



- d. jeudi: _____
- e. vendredi: _____
- f. samedi: _____
- g. dimanche: _____

Check your answers in the Appendix, Section 1: Activity 1.5.

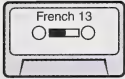
Activity 2: En été (In Summer)



Once summer comes in Alberta, it may be safe to say that snow will not make an appearance. Now you will discover how to discuss summer weather in Alberta. Move on into the lazy, hazy days of summer! **Vive l'été.**

2.1

Summer (l'été) is usually hot and sunny. **Oui, il fait chaud et il fait du soleil.**
Almost everyone looks forward to summer, especially in the north!



1. Listen to tape segment 706. You will hear a weather report with temperatures for many cities in Canada. Keeping summer in mind, write down the temperatures (minimum and maximum) in the chart.

ville	min.	max.
Trois Rivières	7	19
Victoria		
Edmonton		
Regina		
Winnipeg		
Toronto		
Québec		

ville	min.	max.
Fredericton		
Halifax		
Charlottetown		
St-Jean		
Whitehorse		
Yellowknife		

2. Look back at your answers in the chart. Pay particular attention to the maximum and the minimum temperatures. Which **six** cities do you think are experiencing warm summer temperatures?

- _____
 - _____
 - _____
- _____
 - _____
 - _____

Check your answers in the Appendix, Section 1: Activity 2.1.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

2.2

Many activities occur in summer. Some of them would not be possible to enjoy in the other months because of unfavourable weather conditions. Which of the following events happen *during summer* (**pendant l'été**)?

Place a ✓ in the boxes of the events that occur in summer.

1.



le carnaval de Québec

2.



la fête du Canada

3.

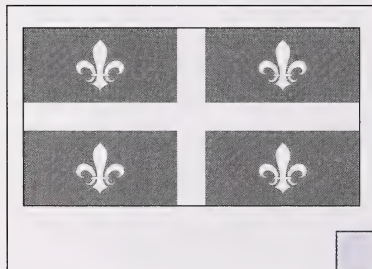


le stampede de Calgary

4.

la fête de la famille
(en Alberta seulement)

5.



la Saint-Jean Baptiste

6.






les grandes vacances
de juillet et août

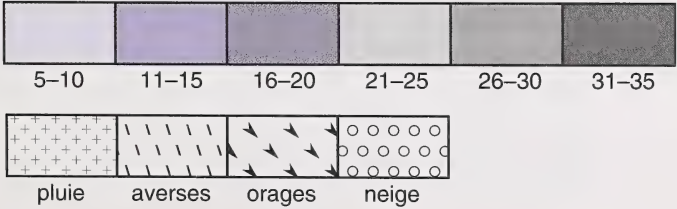
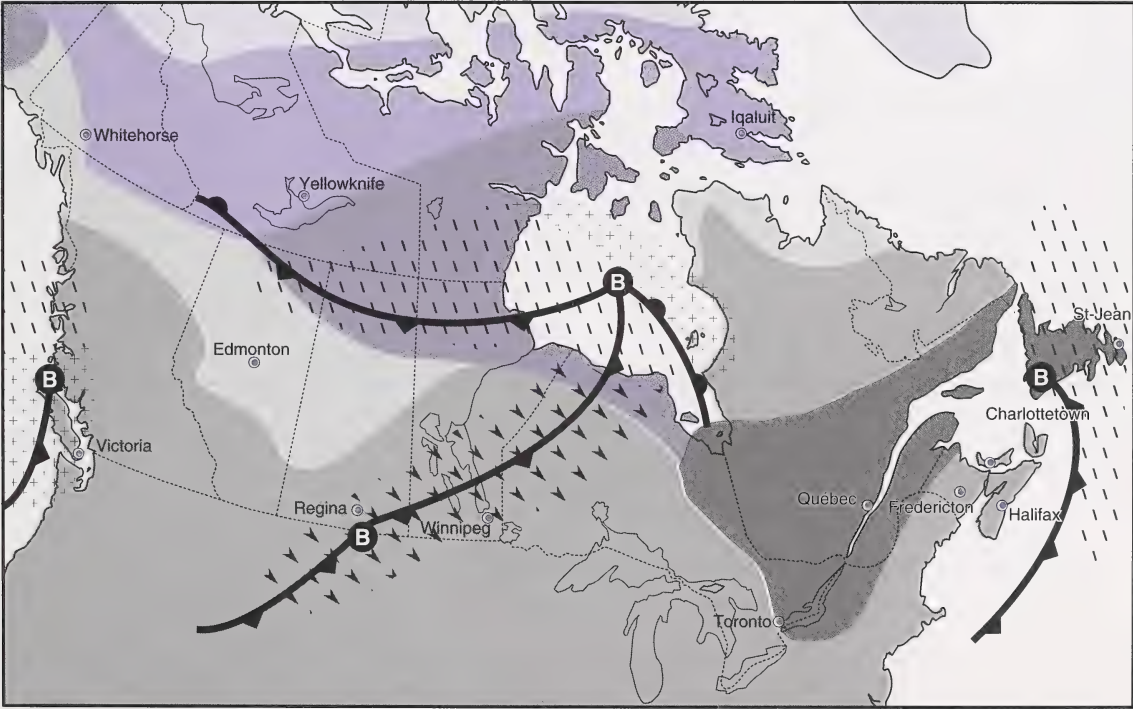
Check your answers in the Appendix, Section 1: Activity 2.2.

Did you remember that la Saint-Jean Baptiste is the big French-Canadian holiday? It is celebrated on the 24th of June every year.

2.3

Here is a weather map as it might appear in a Quebec newspaper. Look at the weather symbols and how the map is organized. Notice the illustrations of **la pluie**, **les averses**, **les orages**, and **la neige**.

lundi	mardi	mercredi	jeudi	vendredi
				
beau soleil	généralement ensoleillé et chaud	partiellement ensoleillé et chaud	partiellement ensoleillé et chaud	une ou deux averses accompagnées de tonnerre l'après-midi
26/13	28/15	30/17	30/17	30/19



Refer to the Canada weather map as your guide. Make a weather map for a typical summer day in Alberta on the following outline map. Be sure to include the following:

- weather symbols
- weather fronts
- temperature (minimum and maximum)
- a key to the symbols

Also mark on three or four towns with a high concentration of francophones.



Check your answers in the Appendix, Section 1: Activity 2.3.

Activity 3: En automne (In Autumn)

C'est l'automne. Close your eyes and think about autumn. What do you hear? What do you feel? What are you doing? Autumn means that summer is over and many students are returning to school. Think about what **l'automne** means to you. Use French to write some of your thoughts below.

In Alberta the weather is often a topic of discussion because it affects lives and livelihoods.

3.1



Listen to tape segment 707. You will hear Albertans commenting on the weather. Repeat what they say.

1. Write down what they say about the weather **en automne** and **en hiver**.
 - a. En automne: _____
 - b. En hiver: _____



2. a. Listen to tape segment 708. After each speaker, make your own comment orally about the weather in that season.

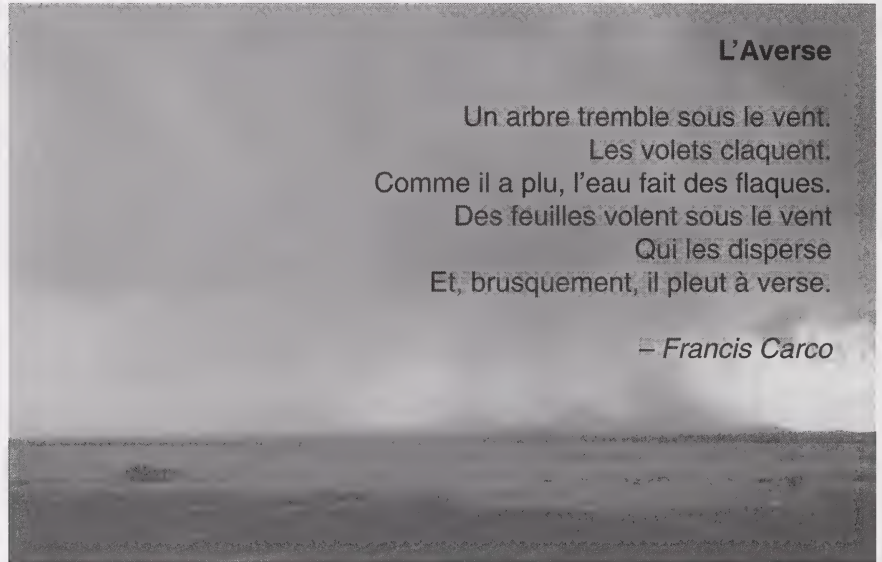
You hear **C'est printemps!**
You might say **Au printemps, il fait beau.**

- b. Now that you have practised commenting on the weather in French, you can write your comments here for the local newspaper.

Check your answers in the Appendix, Section 1: Activity 3.1.

3.2

Autumn in Alberta varies from year to year. It can be a beautiful Indian summer **où il fait beau et il fait du soleil**. It can also be miserable and windy **où il fait mauvais et il fait du vent**. The poem “**L’Averse**” could be describing an autumn day, don’t you think?



What does it mean? Here is an English translation.

A tree shakes in the wind.
The shutters clatter.
The rain water makes puddles.
Leaves fly in the wind
That disperses them
And, suddenly, it’s drenching rain.

1. Which French words are similar to English words? _____
2. Look back at the poem. Which French expressions or words tell you that the poem is talking about weather and autumn?

¹ Francis Carco, Extrait du poème. Verainien in *La Bohème*, Editions Albin Michel, Paris. Reproduced by permission.

3. a. What do you notice about the title of the poem and the last words of the poem?
-
- b. Why do you think the author used those two words?
-
-
4. If you enjoy drawing, draw a picture of your interpretation of this poem. If you prefer, you may collect pictures from magazines. Glue them to this page to make a collage that represents the poem. Be creative!

5. Look at the photograph below. What do you see? How does it make you feel?



Now make up your own French poem about this image. Feel free to write your poem in a shape or to decorate it in the space below.

Check your answers in the Appendix, Section 1: Activity 3.2.

Activity 4: En hiver (In Winter)

What do you associate with these items?

le ski	la motoneige
le vent froid	les mitaines
l'anorak	la tuque
les bottes	les patins
les températures sous zéro Celsius . . . brrrrr	

Si tu as écrit *l'hiver*, tu as bien raison! (If you wrote **l'hiver**, you are absolutely right!)

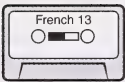


You probably have *shivers* (**des frissons**) just thinking about winter. In Alberta you survive *minus 30* (**moins 30**) degree weather and wind chills that can freeze exposed flesh in one minute. If you live near Lethbridge or Calgary, you might be lucky to thaw out during a chinook. Chinooks are warm winds that blow from the Rocky Mountains across the southern part of the province. Sometimes, if the weather systems are just right, they will even reach central or northern Alberta.

Bon, apprenons la météo en hiver!



4.1



It is no wonder that people sometimes don't like winter weather; it does pose threats. Marc, an exchange student from Quebec, is in your class. He is listening to tape segment 709 with you. You both hear a couple of comments on the weather. Look at the illustrations that follow and match each comment you hear to the appropriate illustration by writing the correct number of the statement in the box. Show Marc that you have understood the comments. The first one has been done for you as **un modèle**.

6



a.



b.



Check your answers in the Appendix, Section 1: Activity 4.1.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

4.2

Imagine that you want to go ice fishing. You need to know the weather conditions before you go.



Look at the following weather chart:

météo:	<div>ensoleillé ☀ <input type="checkbox"/></div> <div>nuageux ☁ <input type="checkbox"/></div> <div>neige ❄ <input checked="" type="checkbox"/></div> <div>pluie 🌧 <input type="checkbox"/></div> <div>pluie verglaçante 🌨 <input type="checkbox"/></div> <div>vent 🌬 <input type="checkbox"/></div> <div>ciel variable ⛅ <input checked="" type="checkbox"/></div>
température:	<div>minimum: <u>−10</u></div> <div>maximum: <u>−5</u></div>
probabilités de précipitations:	<u>40% / 10%</u>

Look at these words: **ensoleillé**, **nuageux**, **verglaçante**. Do you recognize any smaller words within these words? Underline the smaller words you see.

If you underlined **soleil**, **nuage**, and **glace**, you are correct. The words in the chart are built from these words. If you are unsure of what they mean, you should look them up in your dictionary. Careful! Don't take the first definition you read. Make sure that the definition makes sense and is directly related to weather.

Remember that your dictionary is a good friend when you are learning French.

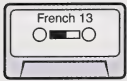


Listen to the weather forecast for Quebec City on tape segment 710. Fill in the blank weather chart according to the forecast. Listen a few times if you don't catch the information the first time. **Bonne chance.**

	Aujourd' hui:	Aperçu pour samedi:	Aperçu pour dimanche:
météo:	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie <input type="checkbox"/> verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie <input type="checkbox"/> verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie <input type="checkbox"/> verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>
température:	minimum: _____ maximum: _____	minimum: _____ maximum: _____	minimum: _____ maximum: _____
probabilités de précipitations:	_____ %	_____ %	_____ %

Check your answer in the Appendix, Section 1: Activity 4.2.

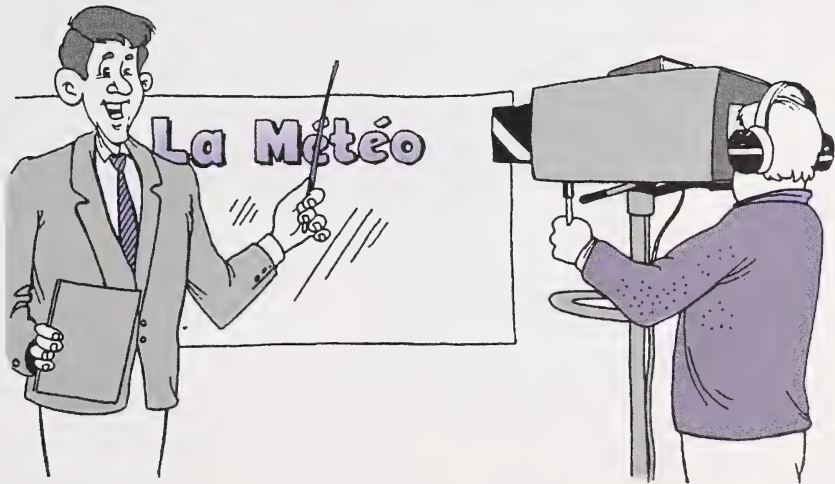
4.3



To prepare for the next part, listen to tape segment 711. You will hear a recording of an actual Environment Canada weather forecast. This recording may be challenging for beginners, but you will get the general ideas. Listen as many times as you wish.

1. Fill in the following chart based on the weather report in tape segment 711.

	Aujourd' hui:	Demain:
météo:	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>
température:	minimum: _____ maximum: _____	minimum: _____ maximum: _____
probabilités de précipitations:	_____ %	_____ %



2. Now you are ready to hear a real *weather forecast* (**les prévisions de la météo**) for Alberta. Imagine that you are interested in doing some fishing today and you want to be prepared for the weather. A chart follows for you to fill out as you make your phone call to the weather office, **Le Bureau Météorologique**. The message you will hear summarizes the weather forecast for today and probably for the next two days. Before you call for the forecast, have a pen and paper ready so you can write it down. The announcer will likely be speaking quickly, so the first time just listen carefully. Then dial again to fill in the chart.

Call one of the following numbers to be connected to Environment Canada's automated telephone system. Choose the location for which you would like to hear the taped weather forecast in French.

- (780) 495-2145
- (403) 299-7837

	Aujourd' hui:	Demain:
météo:	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie <input type="checkbox"/> verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie <input type="checkbox"/> verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>
température:	minimum: _____ maximum: _____	minimum: _____ maximum: _____
probabilités de précipitations:	_____ %	_____ %

Check your answers in the Appendix, Section 1: Activity 4.3.

4.4

Today or tonight watch **la météo** in French and in English on television or listen to CBC Radio's **Bulletin Météorologique**. Listen to a weather report on an English radio station. If you receive the French radio station, CHFA, listen to **la météo**. CHFA is broadcast all over Alberta. This is important to really help you understand all the weather terminology.



After you watch the televised weather or you listen to the radio weather forecast, answer the following questions.

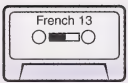
1. How does the weather announcer begin the weather report? What does the announcer say or do to get your attention?

2. What is today's weather in your area?

3. How does the announcer conclude the weather forecast? Write down some examples of what was said to finish the report.

Check your answers in the Appendix, Section 1: Activity 4.4.

4.5



Listen to a winter weather report on tape segment 712. Fill in the blanks in the following paragraph as you listen to the tape. Listen to the tape as often as you like. Each time you do you are improving your listening skills in French.

Quel Temps!

Complète.

Modèle: Et maintenant, la météo. C'est bien l'hiver.

Mots ressources:

l'hiver	accidents	après-midi	taxi	chez	police	horrible	dix
glace	neige	routes	pluie	intéressant			

Qu'est-ce qu'on annonce pour aujourd'hui? Un peu de tout! Quel temps

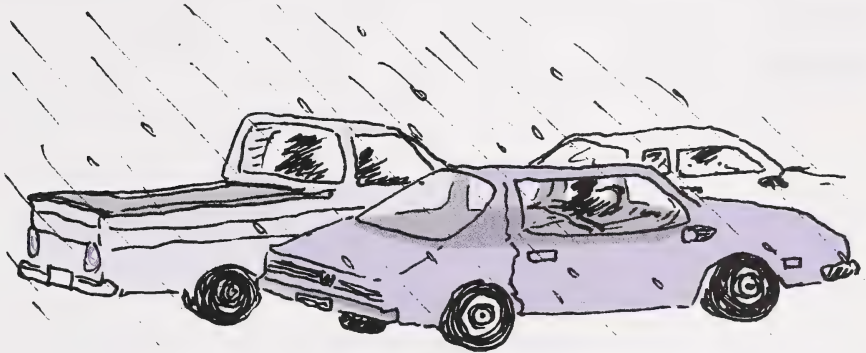
_____! Si vous êtes obligé de conduire aujourd'hui – petit conseil:

appelez un _____. Les _____ sont couvertes de

_____ et sont très dangereuses. La _____

rapporte déjà plusieurs _____. À l'heure actuelle, on a de la

_____ verglaçante. Au cours de l' _____, ça va se
 changer en _____. On annonce _____ cm pour ce
 soir, avec possibilité de pluie avant demain matin. Donc, voilà! Pas très
 _____! Si vous n'avez pas besoin de sortir, restez
 _____ vous – et écoutez la radio!



2. Look at the weather report you have completed. Copy the sentences that introduce the weather bulletin and those that conclude the weather. What does the announcer say at the beginning and end?

Introduction: _____

Conclusion: _____

Check your answers in the Appendix, Section 1: Activity 4.5.

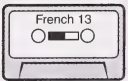
Oral Assignment

Practise the weather forecast on tape segment 712. You will be expected to read this forecast to your French teacher as well as answer questions your teacher will ask you about this forecast. If you have a French facilitator, complete this task with him or her. If you are a student of the Alberta Distance Learning Centre, telephone the ADLC at this point, and ask to speak to a French teacher. Remember to mention your name and file number and what module and section you are working on.



¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

4.6



France has the four seasons as does Canada, although not quite as extreme. Turn to page 119 of *Arc-en-ciel 1*, and look at the pictures of many places in France. Listen to tape segment 713. From the weather described, write where each person is.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

Check your answers in the Appendix, Section 1: Activity 4.6.

4.7

Grammar Observation

Did you know that you can use the verb **ALLER + INFINITIVE** to forecast the weather for tomorrow or for the next week or even the next year? This verb form is easy to learn and handy to use in every day conversations.

All you have to know is these two things:

- the verb **aller** in the present tense

je vais
tu vas
il va
elle va
on va
nous allons
vous allez
ils vont
elles vont

- the infinitive that you want to use

Remember that they are the base verb forms that end in **-er**, **-ir**, or **-re**. To talk about the weather you use the infinitive **faire**.

Here is an example of how a sentence in the present tense is changed to the *near future* (**le futur proche**).

Modèle: Aujourd'hui il **fait** beau. (present)
Demain, il **va faire** beau. (future)

Now you try. The weather today is given to you. You will describe the same weather for tomorrow.

1. Aujourd'hui il fait mauvais.

Demain, _____

2. Aujourd'hui, il fait froid.

Demain, _____

3. Aujourd'hui il neige. (**neiger**)

Demain, _____

4. Aujourd'hui il pleut. (**pleuvoir**)

Demain, _____

Check your answers in the Appendix, Section 1: Activity 4.7.

4.8

Complete the following conversation with the verb **aller**:

1. Où est-ce que tu _____ en vacances cet été?

2. Je _____ à Nice avec ma famille.

3. Comment est-ce que vous y _____?

4. Nous y _____ en avion.

5. Est-ce que ta soeur y _____ aussi?

6. Non, elle _____ à Montréal avec son amie Chantal. Elles y
_____ en train.

7. Quand est-ce qu'elles y _____? Au mois de juin.

Check your answers in the Appendix, Section 1: Activity 4.8.

4.9

Write down what people are doing tomorrow. Use **le futur proche** (*near future*).

Modèle: Tu regarde la télévision. Tu vas regarder la télévision.

Note: The conjugated verb in the given statement changes to an infinitive in the **futur proche**.

1. Vous avez froid. _____
2. Elle va au cinéma? _____
3. Ils restent à la maison. _____
4. Il fait chaud aujourd'hui? _____
5. Nous mangeons à la cafétéria. _____
6. Gisèle et Julie étudient. _____
7. Tu fais du ski nautique cet été? _____
8. Je joue au basket-ball. _____

Check your answers in the Appendix, Section 1: Activity 4.9.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment. You may do both if you choose.

Extra Help 1

In this section you have learned how to talk about the weather. The following will help you to have a more complete understanding of the weather expressions and how to use them. You may use your dictionary or the previous activities to help you with these questions.

Modèle:

À Toronto ...



À Amsterdam ...



À Bruxelles ...



Au Caire ...



À Copenhague ...



À Hong Kong ...



À Londres ...



À Mexico ...



À Moscou ...



À Paris ...



À Vienne ...



Check your answers in the Appendix, Section 1: Extra Help 2.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.










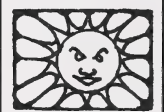



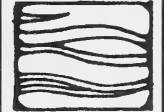


Extra Help 3

Look at this table of weather expressions. Draw a weather symbol for each statement.

Il + verb	Symbol
Il neige.	
Il pleut.	
Il fait + adjective or noun	Symbol
Il fait beau.	
Il fait froid.	
Il fait du soleil.	
Il fait du vent.	
Il y a + noun	Symbol
Il y a des averses.	
Il y a des nuages.	

Enrichment 1

The weather expressions are all mixed up. Decode the letters to spell the word; and in the circle, write the number of the picture that matches the expression.

IUR BLDL RAO	IL FAIT DU _____		1	
I R D O F	IL FAIT _____		2	
T N E V	IL FAIT DU _____		3	
U B E A	IL FAIT _____		4	
EA UXU GN	C'EST _____		5	
D UHC A	IL FAIT _____		6	
L U T P E	IL _____		7	
I E G E N	IL _____		8	

Check your answers in the Appendix, Section 1: Enrichment 1.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Conclusion

You have worked hard learning all the weather expressions. All this hard work will help you in doing your assignments, and the knowledge you have gained about discussing the seasons and weather conditions in French will also let you discuss this popular topic with francophones! **Magnifique!**

Now turn to your Assignment Booklet 7A
and complete the assignment for Module 7: Section 1.

Section

2

Le temps et la forme (Weather and Physical Fitness)



Leisure activities form an important aspect of our lives. Many people are interested in keeping physically fit and staying healthy. Participating in sports is a great way to do this! You know now that if you have a healthy lifestyle and exercise regularly, you will live longer and feel better. Much of what you do to keep fit is influenced by the weather. Many people will brave any kind of weather to ensure that they get their exercise.

Alberta provides a great selection of sports for all seasons. You can play some sports, such as volleyball and racquetball, all year round because they are played inside. Outside sports often depend on the weather and the seasons. Downhill skiing and luge require snow and ice. Water skiing, on the other hand, is best when it is hot and the water isn't frozen!

You know the French terms for weather; now you will learn how to discuss the interplay of weather with sports and activities. In this section, you will also discuss types of equipment some of the sports require. Unfortunately, sporting injuries sometimes occur, and you will learn French terms needed to discuss them.

Activity 1: Les passe-temps au printemps (Springtime Leisure Activities)

Quand il fait froid, qu'est-ce que tu aimes faire?

Quand il fait beau, qu'est-ce que tu aimes faire?

After a long winter in Alberta, it is fun to get out of the house and participate in warm-weather, outdoor sports and activities. Most of the sports mentioned in this activity will be familiar, but you will learn how to talk about them in French. Many of the terms in sports are cognates.

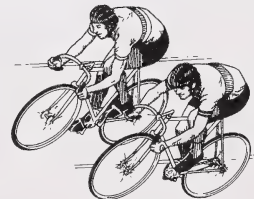
1.1



Look at the following illustrations and descriptions of sports activities that Marie's friends enjoy. Listen to tape segment 716 as Marie explains how her friends like to keep in shape. Write the name of the friend in the blank in the sentence that describes the activity each likes.



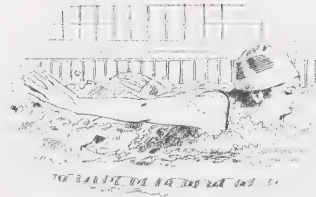
1. _____ est un bon étudiant.
Tous les samedis matins il fait de la planche à voile.
2. _____ a 14 ans. Tous les lundis soirs elle joue au hockey.



3. _____ est aventureuse.
Tous les jeudis soirs elle pratique la luge.
4. _____ a un vélo (une bicyclette). Il fait du cyclisme le mardi matin.



5. _____ aime les montagnes.
Le week-end elle fait du ski alpin.
6. _____ joue sur une équipe
de base-ball tous les mercredis soirs.



7. _____ joue au soccer le
dimanche après-midi.
8. _____ fait de la natation
tous les jours après l'école.

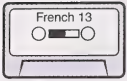
Check your answers in the Appendix, Section 2: Activity 1.1.

9. Here is a calendar on which Marie and her friends like to keep track of their activities. Fill out the calendar with the friends' names and the sport each likes to play under **le jour de la semaine et l'heure** when they normally participate. The first one has been done for you.

	lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
matin						Marc (la planche à voile)	
après- midi							
soir							

Check your answers in the Appendix, Section 2: Activity 1.1.

1.2



Martin Prévost is showing you some pictures of sports that he enjoys. Listen to tape segment 717. He will say the sport for you so that you can match the pictures with the French name for the sport. Repeat the name of the sport after him so that he knows that you have understood.

1. la natation



8. la planche à voile



2. le cyclisme



9. la luge



3. le hockey



10. l'équitation



4. le base-ball



11. l'alpinisme



5. le soccer



12. la planche à roulettes



6. le ski alpin



13. l'athlétisme



7. le ski de fond



14. le football



15. Now Martin needs to know which of these he can do **au printemps en Alberta**. Make a list of the sports from his list that you can play **au printemps**.

Check your answers in the Appendix, Section 2: Activity 1.2.

1.3

Martin and Sylvie are discussing what they will do this weekend to help them keep in shape. They are going to take advantage of **le beau temps**.



La météo prévoit du beau temps cette fin de semaine. Qu'est-ce que tu vas faire ce week-end?

... du sport.

Quel sport vas-tu faire?

Je fais du cyclisme.

J'aime faire du cyclisme quand il fait beau. As-tu un vélo?

Oui, un vélo de 12 vitesses.

Est-ce que tu fais souvent du vélo?

Oui, c'est un excellent sport pour rester en forme!

1. Marie asks you what Sylvie is doing for **le week-end**.

a. Quel sport fait Sylvie?

b. Elle parle avec qui?

c. Qu'est-ce que la météo annonce pour le week-end?

2. **La météo annonce des averses pour le week-end.** Now Marie asks you what you will be doing this weekend. Use Martin and Sylvie's conversation as a pattern to write the conversation between you and Marie. Write or cartoon your conversation here.



Now read your conversation with a partner or out loud by yourself.

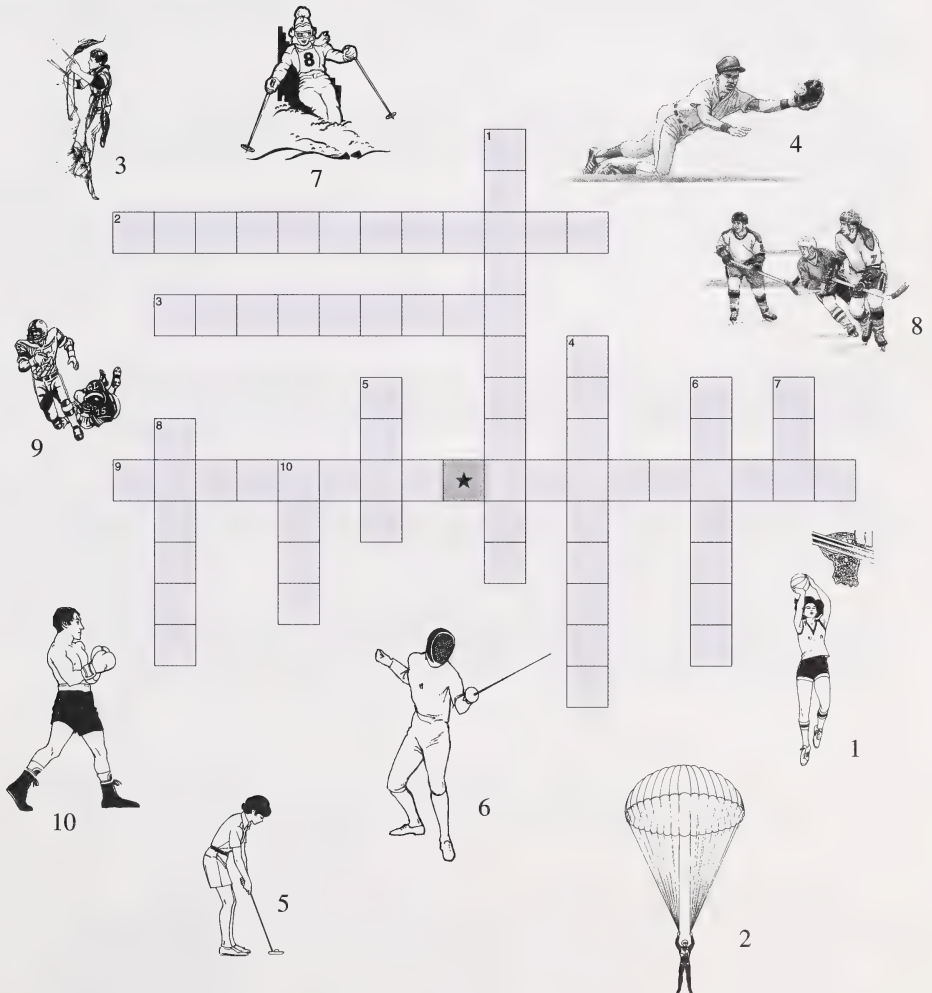
Check your answers in the Appendix, Section 2: Activity 1.3.

1.4

1. Martin has tried many sports in Alberta now. Most of them are found in this crossword puzzle. The puzzle also introduces other French sport terms. When filling in the puzzle, omit the determiners.

l'alpinisme
le base-ball
le basket-ball
la boxe
l'escrime

le football américain
le golf
le hockey
le parachutisme
le ski



2. List the sports from the crossword puzzle that you can do **au printemps en Alberta, quand il fait beau**.

Check your answers in the Appendix, Section 2: Activity 1.4.

Now you know the French terms for a variety of sports. **Félicitations!**

How many times during the week do you think that a person should exercise or play a sport?

If you answered **trois fois par semaine**, superb.

Pluie ou soleil, c'est nécessaire pour la santé. Pour être en bonne forme, it is necessary to work out at least three times per week. If you don't exercise that often, you might want to choose one or two of these sports that you have never tried before. Who knows; you may turn into *a well-known athlete*, **un athlète renommé**.

Activity 2: En bonne forme en été (In Good Shape for Summer)

How fit are you? **Es-tu en bonne forme?** Do you balance the amount of exercise you do with the quantity of food you eat, an important part of being *physically fit* (**en bonne santé**). You will learn how to talk about burning calories while enjoying summer sports and activities **sous le soleil, quand il fait chaud**. You will also discover the names of other sports and equipment used in certain summer sports. **La protection de la chaleur et le soleil d'été** will also be covered.

2.1

Martin is concerned about calories. He is checking the chart to get a better idea of how many calories he consumes everyday.

Table 1

La nourriture	Les calories	La nourriture	Les calories
un McD.L.T.	665	un lait frappé (fraise)	380
une pomme	70	un verre de lait 2%	126
un morceau de pizza	315	une tablette de chocolat	135
des frites	247	un morceau d'une tarte aux pommes	410
une carotte	20	un cola (une tasse)	110
un cheeseburger	205	des croustilles (10)	115

Now he is checking another table that tells him how many calories he can burn off in **une heure** of enjoying a particular activity. Now that **il fait chaud**, he realizes that he can use different exercises to maintain **sa forme**. **Voyons**.

Table 2

Le sport	La durée	Calories brûlées
la marche	1 heure	300
le jogging	1 heure	700
la natation	1 heure	600
le tennis	1 heure	500
le vélo	1 heure	600

To keep from gaining weight in the off season and to avoid becoming physically run down, it is important for Martin to balance his *calorie intake*, **la nourriture**, with his calorie output through exercise.



From the charts, he sees that he would have to **faire du jogging pour une heure** to burn off only one McD.L.T. **Oh là, là! Il va acheter des baskets!**

I don't know how many calories you burn off in **une heure** of doing French 13. Can you imagine how many?

C'est une belle journée d'été et Martin et ses amis font un pique-nique. Martin has his charts with him. Because he is concerned about fitness and health, he is watching **les pique-niqueurs** and what they are eating. He thinks about how much time they will need to spend on their favourite summer sport to burn off those calories.

1. Help Martin record the information by looking at what each person eats and filling in the blanks with the total calories (from Table 1) and with a sport and the length of time necessary to burn those calories (from Table 2).

- a. Jean mange un morceau de pizza, des frites, et deux carottes.

Les calories: _____

Il doit _____ pendant _____ heure(s).

- b. Caroline va au restaurant et mange un cheeseburger et une tablette de chocolat. Elle boit un lait frappé fraise.

Les calories: _____

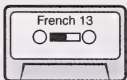
Elle doit _____ pendant _____ heure(s).

- c. Après l'école Gisèle mange un morceau d'une tarte au pomme. Elle boit un verre de lait.

Les calories: _____

Elle doit _____ pendant _____ heure(s).

Check your answers in the Appendix, Section 2: Activity 2.1.



2. Listen to tape segment 718 as Martin speaks about **les pique-niqueurs** and their eating and exercise habits. Did he make the same suggestions you did?

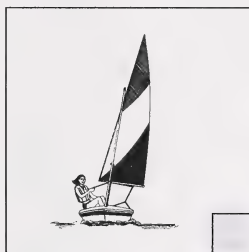
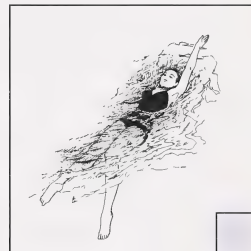
Compare your answers to those on the tape.

2.2



Since Martin has met Sylvie, he has become more interested in trying some new *water sports* (**des sports aquatiques**). On tape segment 719, he gives you a list of some sports he would like to try. Follow along with the pictures as he describes them.

1. Place a ✓ beside each one when you have understood which sport he is talking about.



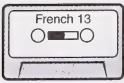
2. Label each of the previous pictures with the proper term from this list.

la voile
 la planche à voile
 la plongée sous-marine
 la natation
 le ski nautique

Check your answers in the Appendix, Section 2: Activity 2.2.

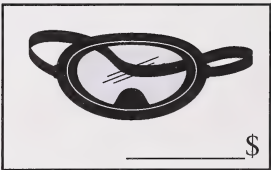
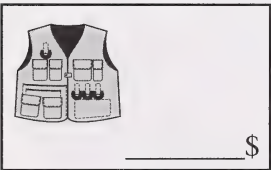
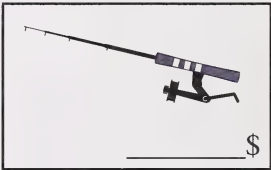
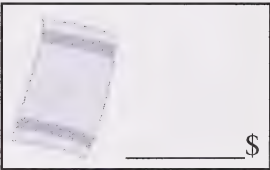
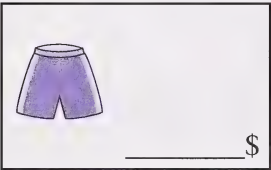
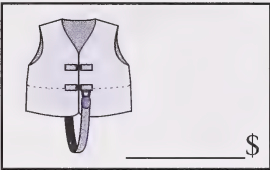
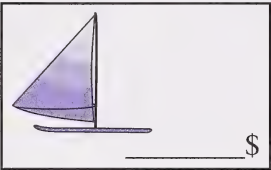
2.3

Martin wants to buy some equipment so that he can include these water sports in *his fitness program* (**son programme d’entraînement**). He is looking through a sports shop flyer and sees the following equipment **à vendre** (*for sale*).



Look at the pictures and listen to tape segment 720 to hear what the commentator says about each item. Write the name of the sport that matches the equipment and then the cost of each item. Choose from these terms and prices.

un masque	une planche à voile	28,50\$	99,99\$
une grande serviette	un maillot de bain	12,99\$	24,80\$
une canne à pêche	une veste de pêche	60,00\$	60,00\$
un gilet de sauvetage	des skis de slalom	350,00\$	39,99\$
un vêtement isothermique		169,00\$	



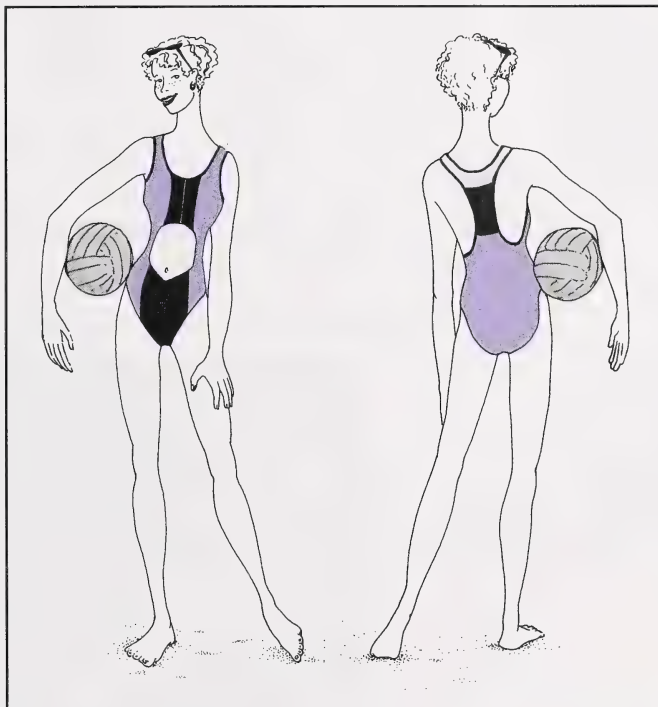
Check your answers in the Appendix, Section 1: Activity 2.3.

2.4

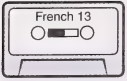
Martin, Sylvie, and Marie have spent the entire afternoon **au lac** enjoying a variety of water sports. Now Sylvie notices that Marie's body is turning a pink colour. Marie has a *sunburn* (**un coup de soleil**) from the strong summer sun!

Listen to tape segment 721 to find out where Marie has **le coup de soleil**.

1. Shade the sunburned areas on the diagram.



2. What pattern did you hear repeated on the cassette to indicate that Marie was sore in the sunburned areas?



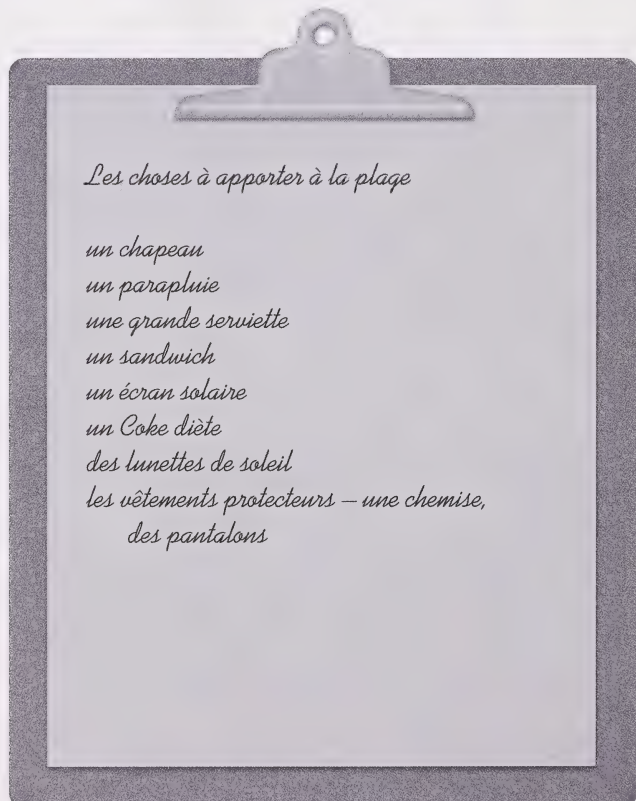
3. Martin has just come out of the water. He sees Marie **et son coup de soleil**. He asks her if certain body parts are sore and she answers his questions. Listen to Martin's questions on tape segment 722, and write Marie's answers here:

- a. _____
- b. _____
- c. _____
- d. _____

Check your answers in the Appendix, Section 2: Activity 2.4.

2.5

Sylvie has just found her list of items called *What to Take to the Beach* (**Les choses à apporter à la plage**). Read her list.





1. Listen to tape segment 723 as Sylvie says the items that she took **à la plage** and compares them to her list. Mark an **X** by each item as you hear Sylvie say it.
2. What items will help her prevent **un coup de soleil** on the next summer outing?

Make a list for Martin here. You can write or draw the items, but make sure to label them.

- a. _____
- b. _____
- c. _____
- d. _____

Check your answers in the Appendix, Section 2: Activity 2.5.

Activity 3: Les activités d'automne (Autumn Activities)

L'automne en Alberta is a combination of all types of weather. Often our plans have to be altered to accommodate the weather and to be able to keep **en bonne forme**. You can experience wonderful hot weather **en automne**; but as **l'automne** leads into winter, the climate changes and you have to be prepared for *any type of weather* (**toutes sortes de temps**). The weather changes quickly and the winter cold can sneak up on you anytime!



3.1

The September long weekend is ending and Martin and Marie are collecting fallen leaves and discussing **l'automne**.

1. Martin asks Marie, **Quel temps fait-il en automne en Alberta?**

What answer does she give?

Check your answers in the Appendix, Section 2: Activity 3.1.

Martin is wondering how he can stay **en bonne forme pendant l'automne**. He asks Marie to suggest some sports that are appropriate for **l'automne**.

2. **Quel sports fais-tu en automne?** Help Marie by writing some suggestions for her.

Check your answers in the Appendix, Section 2: Activity 3.1.

3.2

Marie goes to **une école secondaire à Edmonton**. She and her friends will be participating at a *sports day* (**un jour de sports à l'école**). Marie is in her last class of the day. **Il est trois heures et quart et la directrice de l'école annonce les activités de demain**. You will hear the principal tell which activities will be *inside* (**à l'intérieur**) and which will be *outside* (**à l'extérieur**).



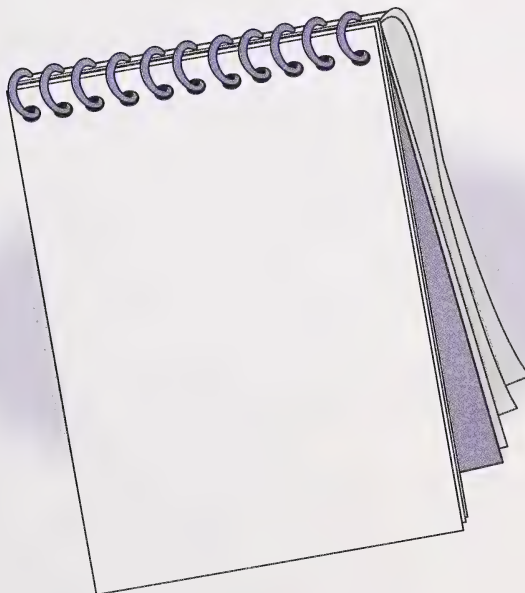
1. Put a ✓ in the table below indicating where each activity will be as you listen to the announcement on tape segment 724.

Sport	À l'intérieur	À l'extérieur
la danse aérobique		
le hockey		
le basket-ball		
le volley-ball		
le soccer		
la planche à roulettes		

Check your answers in the Appendix, Section 2: Activity 3.2.

After school, Marie meets with Martin. She tells him about **le jour de sports demain, mercredi**. Marie has invited Martin to come and watch **pendant le jour de sports**. Martin is interested in the sports that will be played **à l'extérieur**.

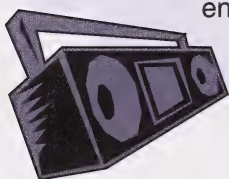
2. Tell him in a note which ones are **à l'extérieur**.



C'est mercredi matin et Martin est chez Marie. Ils prennent le petit déjeuner et ils écoutent la radio. Ils écoutent la météo.

Et voici la météo pour mercredi le 11 octobre.
Bonjour, mesdames et messieurs. Après un très beau jour pour l'automne, hier, ça va changer.

Ce matin il y a un orage et des éclairs partout dans la région. Cet après-midi il va pleuvoir encore. C'est une bonne journée d'acheter des bottes en caoutchouc! À midi!



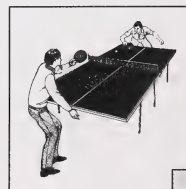
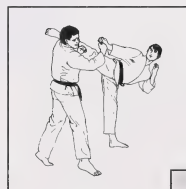
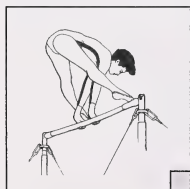
Martin asks Marie if **le mauvais temps** will affect **le jour de sports à l'école**. Marie is worried and says that she is certain that **le jour de sports** will be cancelled, especially **les sports à l'extérieur**. Martin asks her to suggest alternate sports that can be played **à l'intérieur**.

3. Suggest some sports to Martin.



Martin finds your suggestions helpful and tells you about some of the sports he likes playing **à l'intérieur**. Listen to Martin on tape segment 725 and look at the pictures here.

4. Put a ✓ for each sport as you hear Martin mention it on the tape.



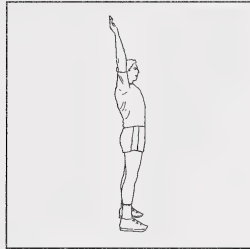
Check your answers in the Appendix, Section 2: Activity 3.2.

Martin et Marie vont à pied à l'école sous la pluie. À l'école la directrice parle.
 She has made alterations à l'horaire and the sports are all being played à l'intérieur.

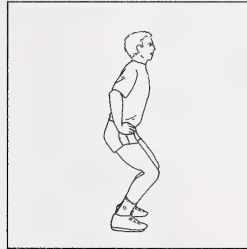
Before the start of **le jour de sport**, everyone does a *warm up* (**un réchauffement**) together.

5. Look at the pictures that follow. Write the phrase under the picture that it matches.

plier les jambes



courir en place



étirer les bras



a. _____

b. _____

c. _____

Check your answers in the Appendix, Section 2: Activity 3.2.

Do you do all of these **réchauffement** exercises before you start your sport or physical activity?

OUI ou NON

Did you circle **OUI**? **Félicitations!** You know how to take care of yourself and how to prevent injuries from happening.

Did you circle **NON**? Did you know that **un réchauffement** prepares your muscles and joints for exercise? **Un réchauffement** helps to protect your muscles and joints from injuries.

Activity 4: Les dangers de l'hiver (The Dangers of Winter)

Winter in Alberta can be unforgiving. You must be prepared for extremely cold temperatures and howling winds. Injuries, illnesses, and accidents are likely to happen to the unprepared person **en hiver**.

Le temps d'hiver also affects your choice of physical activities, but you know that **pluie ou neige**, it is important to keep **en bonne forme**. The best way to survive a cold winter without putting on extra pounds is to be active. You will learn how to keep **en bonne forme** despite the winter cold. You will also learn how to avoid some of the common dangers **de notre hiver**.

4.1

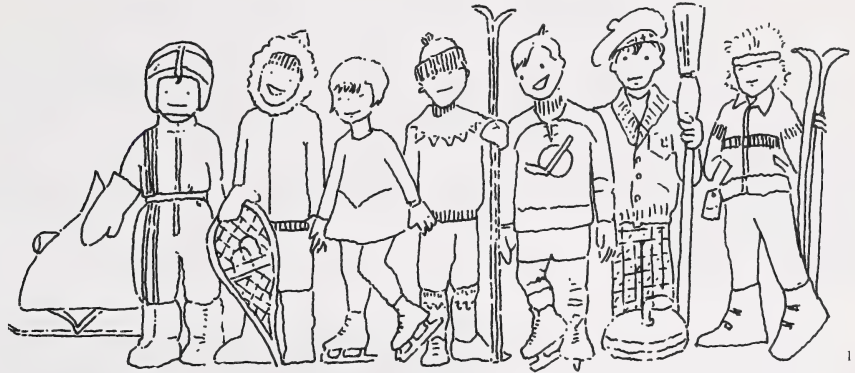
Marie, Sylvie, and Martin are visiting the neighbourhood. As they walk, they hear the snow crunching beneath their feet and see sparkles glistening off the freshly fallen snow.

C'est la magie de l'hiver!



Martin est en bonne forme pour la saison de hockey, bien sûr and he wants to know some of the **sports d'hiver** that Albertans enjoy. Some of **les sports d'hiver** are illustrated here.

1. Complete the sentences so that you will be able to tell Martin about these sports.



a. b. c. d. e. f. g.

de la motoneige

du patinage artistique

du ski alpin

du curling

du ski de fond

de la raquette

au hockey

Qu'est-ce qu'ils font?

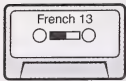
- a. Il fait _____.
- b. Il fait _____.
- c. Elle fait _____.
- d. Il fait _____.
- e. Il joue _____.
- f. Il fait _____.
- g. Elle fait _____.

Check your answers in the Appendix, Section 2: Activity 4.1.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

Martin dit que la raquette est très populaire au Québec. Fais-tu de la raquette?

Martin is listening to Marie and her friends as they discuss their preferences for winter activities. He is keeping track of everyone so he will know if there are enough friends who like hockey to make up a line.



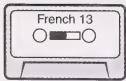
2. Help Martin by filling in the chart. Listen to the discussion on tape segment 726. Some sports will be mentioned that aren't on his chart. Don't worry about them.
- a. Put a ✓ for oui.

Les noms	la luge	la raquette	le ski	le hockey
Pierre				
Frédéric				
Camille				
Vanda				
Julie				
PPO				
André				

- b. Are there enough of Martin's friends who like hockey to make up a line?

Check your answers in the Appendix, Section 2: Activity 4.1.

4.2



C'est la fin de semaine. Marie has organized a get-together at a winterized cabin at Pigeon Lake. **Elle invite Martin et ses autres amis pour le week-end.** She is telling them what *to bring* (**apporter**) and the activities they can do while there. Listen to the invitation and the information Marie gives her friends on tape segment 727. Make sure that you understand what equipment goes with each activity so that you will be prepared to participate in all the sports.

1. List the sport associated with each item.

- a. les patins _____
- b. les raquettes _____
- c. les skis de fond _____
- d. un bâton de hockey _____
- e. une rondelle _____

Check your answers in the Appendix, Section 2: Activity 4.2.

La partie de hockey

Marie et ses amis commencent la fin de semaine au lac. Tout le monde joue une partie de hockey.¹ Il fait très frais² et il y a du vent froid. Marie est la gardienne de but³. Elle arrête⁴ la rondelle que Martin a lancé⁵. Il ne compte pas⁶. Tout le monde s’amuse⁷. Marie a froid. Elle ne porte pas de tuque, parce qu’elle ne veut pas les cheveux plats⁸. Maintenant elle a très froid et elle a mal aux doigts et au nez. Ses doigts sont blancs et son nez aussi. Ils commencent à geler⁹. Marie a une gelure¹⁰ superficielle¹¹. Martin lui donne sa tuque et ses mitaines et tout le monde rentre dans la cabane. Marie a peur¹² et elle se demande¹³ pourquoi elle a les mains gelées. Martin lui dit que c’est très important de s’habiller chaud en hiver.

¹une partie de hockey: hockey game

²frais: cool

³la gardienne de but: goalie

⁴arrête: stops

⁵a lancé: shot

⁶il ne compte pas: he does not score

⁷s’amuser: to enjoy/have fun

⁸plat: flat

⁹geler: to freeze

¹⁰une gelure: frostbite

¹¹superficielle: on the surface, not deep

¹²avoir peur: to be afraid

¹³se demander: to wonder

2. Answer these questions based on the story.

a. Où sont Marie et ses amis?

b. Quel temps fait-il?

c. Marie joue quelle position sur l'équipe de hockey?

d. Marie a un problème. Quelle est sa difficulté?

Check your answers in the Appendix, Section 2: Activity 4.2.

You are telling Marie how to **s'habiller chaudement en hiver**.

3. Make a list of all **les vêtements** she could wear **à l'extérieur en hiver**. (You may wish to refer to Module 5.)

Check your answers in the Appendix, Section 2: Activity 4.2.



It's Monday morning and Marie says that she feels sick. **Elle commence à éternuer et à tousser** (*to sneeze and cough*).



She has caught a cold. She wants to know how to say that she caught a cold in French. Look in your dictionary for the word *cold* to answer Marie's question.

4. a. What is the French term for the common cold?

- b. Discuss with a friend what **tu manges et tu bois quand tu as un rhume**. Then suggest some foods that could help Marie recover from her cold.

Check your answers in the Appendix, Section 2: Activity 4.2.

Luc fait du ski

Marie reste à la maison pendant que¹ ses amis vont faire du ski alpin à Banff. Luc adore le ski, mais il n'est pas très bon skieur². Malheureusement³, Luc descend des bosses⁴ trop vite. Il tombe⁵ et maintenant il a une jambe cassée⁶. Il est à l'hôpital à Banff. L'infirmière⁷ rentre dans sa chambre et lui pose des questions.

¹pendant que: while

²skieur: skier

³malheureusement: unfortunately

⁴bosses: moguls

⁵tomber: to fall

⁶casser: to break

⁷l'infirmière: nurse



5. The nurse asks Luc some questions. Listen to tape segment 728 for Luc's replies and write them in the bubbles.

L'infirmière

Luc

Bonjour, comment t'appelles-tu?

Où habites-tu?

Quel est ton adresse?

Quel sport fais-tu?

Fais-tu du sport souvent?

Où as-tu mal?



As-tu des allergies?

Check your answers in the Appendix, Section 2: Activity 4.2.

Luc calls Marie to let her know about the accident. Luc's friends are visiting him during the call. They hear his replies to her questions, but can't figure out what she has asked him.



6. Help the eavesdroppers by writing in the questions Marie asks Luc. Listen to tape segment 729 to hear the full conversation.

	
<p>Allô Marie. Ça va?</p> <p>Non, ça ne va pas bien.</p> <p>Je suis à l'hôpital à Banff.</p> <p>Je fais du ski alpin et ...</p> <p>J'ai mal à la jambe.</p> <p>J'ai une jambe cassée.</p> <p>Cinq jours.</p> <p>Oui, des leçons de ski!</p>	<p>Oui, ça va, Luc. Et toi?</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>

Check your answers in the Appendix, Section 2: Activity 4.2.

4.3

Martin au Colisée

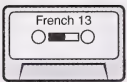
Martin joue au hockey ce soir, samedi. Marie est censée¹ d'aller au colisée pour regarder la partie de hockey. Malheureusement, il y a une tempête de neige². Les routes sont trop dangereuses. Alors Marie reste à la maison. À dix heures elle regarde la météo et les sports à la télé. Elle écrit les scores de toutes les parties de hockey parce qu'elle³ veut les dire⁴ à Martin.

¹censer: supposed to

²une tempête de neige: blizzard

³parce que: because

⁴dire: to say/to tell



Listen to tape segment 730 and write the hockey scores for the following matches.

Modèle: Montréal 4, Boston 1

Voici les résultats des matches de samedi:

Toronto _____, Québec _____

Détroit _____, Philadelphie _____

Washington _____, Edmonton _____

Pittsburgh _____, Chicago _____

Hartford _____, Calgary _____

Buffalo _____, Minnesota _____

St-Louis _____, Winnipeg _____

Check your answers in the Appendix, Section 2: Activity 4.3.



Oral Assignment

Practise reading *Martin au Colisée* so that you are prepared to read it aloud. Be prepared to answer a few questions about the text. If you have a French facilitator, complete this assignment with him or her. If you are a student of the Alberta Distance Learning Centre, telephone the ADLC at this point, and ask to speak to a French teacher. Remember to mention your name and file number and what module and section you are working on.

4.4

Grammar Observation

Adverbs are used to modify a verb. They are placed after the verb they modify. Some common adverbs are **bien, toujours, très, beaucoup, assez, encore, enfin, souvent**, and **trop**.

Place the adverbs given in the following sentences:

Modèle: Elle chante cette chanson. (bien) Elle chante bien cette chanson.

1. Tu es à l'heure. (toujours) _____
2. Il fait beau. (très) _____
3. Il pleut aujourd'hui. (beaucoup) _____
4. Elles patinent bien. (assez) _____
5. Il y a du brouillard. (encore) _____
6. Nous jouons au soccer. (enfin) _____
7. Vous faites de la bicyclette. (souvent) _____
8. Ils font des exercices. (trop) _____

Check your answers in the Appendix, Section 2: Activity 4.4.

Follow-up Activities

Extra Help 1

Review the terminology for the sports and sports equipment you have studied. Complete the word for each sport by adding the appropriate vowels (a, e, i, o, u) to the blanks.

1. l ___ p l ___ n c h ___ v ___ l ___
2. l ___ h ___ c k ___ y
3. l ___ l ___ g ___
4. l ___ v ___ l ___
5. l ___ b ___ c y c l ___ t t ___
6. l ___ c y c l ___ s m ___
7. l ___ s k ___ l p ___ n
8. l ___ b ___ s ___ - b ___ l l
9. l ___ n ___ t ___ t ___ n
10. l ___ s ___ c c ___ r
11. l ___ s k ___ d ___ f ___ n d
12. l' ___ q ___ t ___ n
13. l' ___ l p ___ n ___ s m ___
14. l' ___ t h l ___ t ___ s m ___
15. l ___ f ___ t b ___ l l
16. l ___ b ___ s k ___ t - b ___ l l
17. l ___ b ___ x ___
18. l' ___ s c r ___ m ___

19. l _ _ f _ _ t b _ _ l l _ _ m _ _ r _ _ c _ _ n
20. l _ _ g _ _ l f
21. l _ _ p _ _ r _ _ c h _ _ t _ _ s m _ _
22. l _ _ m _ _ r c h _ _
23. l _ _ j _ _ g g _ _ n g
24. l _ _ t _ _ n n _ _ s
25. l _ _ s k _ _ n _ _ t _ _ q _ _ _
26. l _ _ v _ _ _ l _ _
27. l _ _ p l _ _ n g _ _ _ s _ _ _ s - m _ _ r _ _ n _ _
28. l _ _ p _ _ c h _ _
29. l _ _ p l _ _ n c h _ _ _ r _ _ _ l _ _ t t _ _ s
30. l _ _ d _ _ n s _ _ _ r _ _ b _ _ q _ _ _
31. l _ _ v _ _ l l _ _ y - b _ _ l l
32. l _ _ g y m n _ _ s t _ _ q _ _ _
33. l _ _ p _ _ n g - p _ _ n g
34. l _ _ r _ _ q _ _ _ t - b _ _ l l
35. l _ _ j _ _ d _ _
36. l _ _ m _ _ t _ _ n _ _ _ g _ _
37. l _ _ p _ _ t _ _ n _ _ g _ _ _ r t _ _ s t _ _ q _ _ _
38. l _ _ c _ _ r l _ _ n g
39. l _ _ p _ _ r t _ _ _ d _ _ h _ _ c k _ _ y

Check your answers in the Appendix, Section 2: Extra Help 1.

Extra Help 2

Make up full sentences with the following words using the verb **aller** (*to go*). Tell where you are going and where you are not going.

Modèle: je/Victoria/plage Je vais à Victoria mais je ne vais pas à la plage.

1. elles/Toronto//Tour CN

2. nous/supermarché/pharmacie

3. il/aéroport/restaurant

4. vous/jouer au base-ball/nager

5. tu/banque/centre d'achats

6. je/école/travailler

Check your answers in the Appendix, Section 2: Extra Help 2.

Enrichment 1

Answer the following questions and become a sports expert in seconds! To state the quantities, use **il y en a + the number**.

1. Combien y a-t-il d'équipes dans la Ligue nationale de hockey?

2. Combien y a-t-il de billes dans un jeu de billard?

3. Combien y a-t-il de couleurs de ceinture au tae kwon do?

4. Combien y a-t-il de palets sur glace quand on joue au curling?

5. Combien y a-t-il de quilles dans un jeu de bowling?

6. Combien y a-t-il de trous sur un terrain de golf?

Check your answers in the Appendix, Section 2: Enrichment 1.

¹ Gladys Jean, *Entre Amis I* – Teacher's Guide, (Scarborough: Prentice-Hall Canada Inc., 1991). Reprinted by permission.

Enrichment 2

Choose a sport that you are interested in, but have never played before. Write the following information about it:

- the season it is played in
- played inside or outside
- number of players
- some of the equipment needed

Write your answers here in French.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or printed text on the page.

Conclusion

Bravo! Give yourself a pat on the back. No one deserves it more than you do! You have worked your way through the last module in your French 13 course.

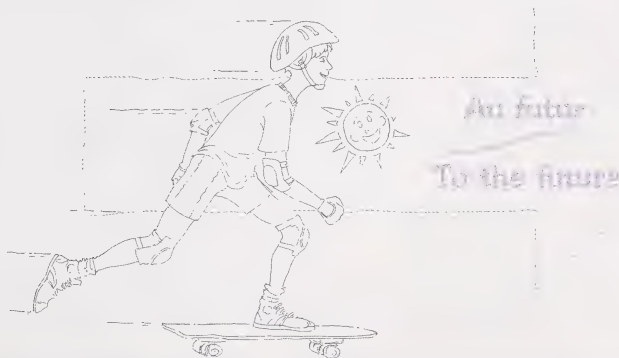
Incroyable, n'est-ce pas? It's hoped that you can use the words and phrases about the weather, sports, and fitness to discuss weather and sports in any French setting in which you may find yourself.

Now turn to your Assignment Booklet 7A
and complete the assignment for Module 7: Section 2.

Module Summary

Félicitations! You have completed Module 7. This means that you have also made great accomplishments in developing your reading, writing, speaking, and listening skills in French. You can use your new skills in a variety of practical situations. Module 7 has given you the talents and vocabulary to discuss the weather and how it relates to your life, your health, and your choice of leisure activities. Throughout this module, you have been using the skills you learned from each of the previous modules. You now have all this knowledge and you have been able to use it to communicate **en français** your likes and interests. **Superbe! Félicitations! C'est bien. Continue tes études en français!**

You are well on your way down the path of bilingualism! **Salut!**



Now turn to your Assignment Booklet 7B
and complete the final module assignment for Module 7.

COURSE SURVEY FOR FRENCH 13

(© 2000)

After you have completed the assignments in this course, please fill out this questionnaire and mail it to the address given on the last page. This course is designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Name _____ Age ☐ under 19 ☐ 19 to 40 ☐ over 40
Address _____ File No. _____

Date _____

Design

1. This course contains a series of Student Module Booklets. Do you like the idea of separate booklets?

2. Have you ever enrolled in a correspondence or distance learning course that arrived as one large volume?
☐ Yes ☐ No If yes, which style do you prefer?

3. The Student Module Booklets contain a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?
☐ Yes ☐ No If yes, explain.

4. Were the questions and directions easy to understand?
☐ Yes ☐ No If no, explain.

5. Each section contains follow-up activities. Which type of follow-up activity did you choose?

- ☐ mainly extra help
- ☐ mainly enrichment
- ☐ a variety
- ☐ none

Did you find these activities beneficial?

- ☐ Yes ☐ No If no, explain.

6. Did you understand what was expected in the Assignment Booklets?

- ☐ Yes ☐ No If no, explain.

7. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?

- ☐ Yes ☐ No If no, provide details.

8. This distance learning course may include an assortment of drawings, photographs, and charts.

a. Did you find the visuals in this course helpful?

- ☐ Yes ☐ No Comment on the lines below.

b. Did you find the variety of visuals in this course motivating?

- ☐ Yes ☐ No Comment on the lines below.

9. Suggestions for audiocassette, videocassette, and computer activities may have been included in the course. Did you complete these media activities?

☐ Yes ☐ No Comment on the lines below.

Only students enrolled in a junior high course need to complete the following question.

10. The Student Module Booklet may have directed you to work with your teacher. How well did you work as a team?

Student's comments: _____

Teacher's comments: _____

Course Content

1. Was enough detailed information provided to help you learn the expected skills and objectives?

☐ Yes ☐ No Comment on the lines below.

2. Did you find the workload reasonable?

☐ Yes ☐ No If no, explain.

3. Did you have any difficulty with the reading level?

☐ Yes ☐ No Please comment.

4. How would you assess your general reading level?

☐ poor reader ☐ average reader ☐ good reader

5. Was the material presented clearly and with sufficient depth?

☐ Yes ☐ No If no, explain.

General

1. What did you like least about the course?

2. What did you like most about the course?

Additional Comments

Only students enrolled with the Alberta Distance Learning Centre need to complete the remaining questions.

1. Did you contact the Alberta Distance Learning Centre for help or information while doing your course?

☐ Yes ☐ No If yes, approximately how many times? _____

Did you find the staff helpful?

☐ Yes ☐ No If no, explain.

2. Were you able to fax any of your assignment response pages?

☐ Yes ☐ No If yes, comment on the value of being able to do this.

3. If you mailed your assignment response pages, how long did it take for their return?

4. Was the feedback you received from your correspondence or distance learning teacher helpful?


☐ Yes ☐ No Please comment.

Thanks for taking the time to complete this questionnaire.
Your feedback is important to us. Please return this
questionnaire to the address on the right.

If you are enrolled at the Alberta Distance Learning Centre
and have been mailing your Assignment Booklets to ADLC,
you may return this questionnaire with the final Assignment
Booklet in the course.

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

l'alpinisme	<ul style="list-style-type: none">• mountain climbing
s'amuser	<ul style="list-style-type: none">• to enjoy/have fun
apporter	<ul style="list-style-type: none">• to bring
un athlète renommé	<ul style="list-style-type: none">• a well-known athlete
l'athlétisme	<ul style="list-style-type: none">• track and field
en automne	<ul style="list-style-type: none">• in the fall
l'automne	<ul style="list-style-type: none">• fall (season)
une averse	<ul style="list-style-type: none">• a shower (rain)
avoir peur	<ul style="list-style-type: none">• to be afraid
un baton de hockey	<ul style="list-style-type: none">• a hockey stick
une boisson gazeuse	<ul style="list-style-type: none">• a pop
en bonne santé	<ul style="list-style-type: none">• physically fit
les bosses	<ul style="list-style-type: none">• moguls
casser	<ul style="list-style-type: none">• to break
la chaleur	<ul style="list-style-type: none">• heat
chaudement	<ul style="list-style-type: none">• warmly
le coup de soleil	<ul style="list-style-type: none">• sunburn
courir en place	<ul style="list-style-type: none">• run on the spot
le cyclisme	<ul style="list-style-type: none">• cycling

se demander	<ul style="list-style-type: none">• to wonder
un éclair	<ul style="list-style-type: none">• lightning
un écran solaire	<ul style="list-style-type: none">• sunscreen
ensoleillé	<ul style="list-style-type: none">• sunny
une équipe	<ul style="list-style-type: none">• a team
l'équitation	<ul style="list-style-type: none">• riding (horses)
l'escrime	<ul style="list-style-type: none">• fencing
en été	<ul style="list-style-type: none">• in summer
l'été	<ul style="list-style-type: none">• summer
éternuer	<ul style="list-style-type: none">• to sneeze
étirer les bras	<ul style="list-style-type: none">• to stretch the arms
à l'extérieur	<ul style="list-style-type: none">• outside
frais	<ul style="list-style-type: none">• cool
des frites	<ul style="list-style-type: none">• French fries
la gardienne de but	<ul style="list-style-type: none">• goalie
geler	<ul style="list-style-type: none">• to freeze
une gelure	<ul style="list-style-type: none">• frostbite
en hiver	<ul style="list-style-type: none">• in winter
l'hiver	<ul style="list-style-type: none">• winter
Il fait beau.	<ul style="list-style-type: none">• It is beautiful.

Il fait chaud.	<ul style="list-style-type: none">• It is hot.
Il fait du brouillard.	<ul style="list-style-type: none">• It is foggy.
Il fait du vent.	<ul style="list-style-type: none">• It is windy.
Il fait mauvais.	<ul style="list-style-type: none">• It is miserable (nasty). It is bad weather.
Il ne compte pas.	<ul style="list-style-type: none">• He does not score.
une infirmière	<ul style="list-style-type: none">• a nurse (female)
Il pleut.	<ul style="list-style-type: none">• It is raining.
Il y a du vent.	<ul style="list-style-type: none">• It is windy.
un jour de sport	<ul style="list-style-type: none">• a sports day
la luge	<ul style="list-style-type: none">• luge
malheureusement	<ul style="list-style-type: none">• unfortunately
la motoneige	<ul style="list-style-type: none">• snowmobile
la natation	<ul style="list-style-type: none">• swimming
un nuage	<ul style="list-style-type: none">• a cloud
nuageux	<ul style="list-style-type: none">• cloudy
un orage	<ul style="list-style-type: none">• a thunderstorm
une partie de hockey	<ul style="list-style-type: none">• a hockey game
le patinage artistique	<ul style="list-style-type: none">• figure skating
les patins	<ul style="list-style-type: none">• skates
la pêche	<ul style="list-style-type: none">• fishing

pendant que	<ul style="list-style-type: none">• while
le pique-nique	<ul style="list-style-type: none">• a picnic
la planche à roulettes	<ul style="list-style-type: none">• skateboarding
la planche à voile	<ul style="list-style-type: none">• windsurfing
plat	<ul style="list-style-type: none">• flat
pleuvoir	<ul style="list-style-type: none">• to rain
plier les jambes	<ul style="list-style-type: none">• bend the legs
la plongée sous-marine	<ul style="list-style-type: none">• skin diving
pratiquer	<ul style="list-style-type: none">• to practise
au printemps	<ul style="list-style-type: none">• in spring
le printemps	<ul style="list-style-type: none">• spring
le programme d'entraînement	<ul style="list-style-type: none">• fitness program
les raquettes	<ul style="list-style-type: none">• snowshoes
le réchauffement	<ul style="list-style-type: none">• the warm up
une rondelle	<ul style="list-style-type: none">• a puck
un rhume	<ul style="list-style-type: none">• a cold
une saison	<ul style="list-style-type: none">• a season
la santé	<ul style="list-style-type: none">• health
une serviette	<ul style="list-style-type: none">• a towel
seulement	<ul style="list-style-type: none">• only

le ski alpin	<ul style="list-style-type: none">• downhill skiing
le skieur	<ul style="list-style-type: none">• skier
le ski nautique	<ul style="list-style-type: none">• water skiing
les skis de fond	<ul style="list-style-type: none">• cross-country skis
les sports aquatiques	<ul style="list-style-type: none">• water sports
superficielle	<ul style="list-style-type: none">• on the surface, not deep
une tablette de chocolat	<ul style="list-style-type: none">• chocolate bar
une tempête	<ul style="list-style-type: none">• a storm
le temps	<ul style="list-style-type: none">• the weather
tomber	<ul style="list-style-type: none">• to fall
le tonnerre	<ul style="list-style-type: none">• thunder
tousser	<ul style="list-style-type: none">• to cough
Un ...deux ...trois ... PARTEZ!	<ul style="list-style-type: none">• On your mark, set, go!
à vendre	<ul style="list-style-type: none">• for sale
le vent	<ul style="list-style-type: none">• wind
le verglas	<ul style="list-style-type: none">• black ice
vite	<ul style="list-style-type: none">• quick

Suggested Answers

Section 1: Activity 1

1.1

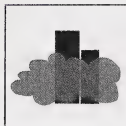
- | | |
|----------------|-------------------|
| 1. Whitehorse | 7. Regina |
| 2. Victoria | 8. Fredericton |
| 3. Edmonton | 9. St-Jean |
| 4. Yellowknife | 10. Québec |
| 5. Winnipeg | 11. Toronto |
| 6. Halifax | 12. Charlottetown |

1.2

- | | |
|--------------|--|
| <u> e </u> | 1. À Victoria il fait chaud. |
| <u> c </u> | 2. À Regina il pleut. |
| <u> i </u> | 3. À Edmonton il y a du brouillard. |
| <u> f </u> | 4. À Toronto il y a des orages et des éclairs. |
| <u> b </u> | 5. À Québec il fait du soleil. |
| <u> g </u> | 6. À St-Jean il fait froid. |
| <u> j </u> | 7. À Yellowknife il fait beau. |
| <u> k </u> | 8. À Winnipeg il neige. |
| <u> h </u> | 9. À Fredericton il y a des averses. |
| <u> d </u> | 10. À Charlottetown il y a des nuages. |
| <u> l </u> | 11. À Whitehorse il fait mauvais. |
| <u> a </u> | 12. À Halifax il y a du vent. |

1.3

1. Victoria



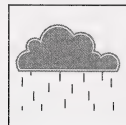
7. Yellowknife



2. Regina



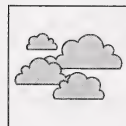
8. Winnipeg



3. Edmonton



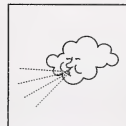
9. Fredericton



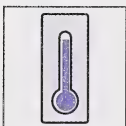
4. Toronto



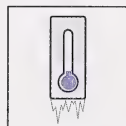
10. Charlottetown



5. Québec



11. Whitehorse



6. St-Jean



12. Halifax



1.4

Il fait ... and **Il y a ...** are the usual sentence beginnings to discuss weather.

1.5

1. Textbook question 1:

1. vendredi

5. dimanche

2. mercredi

6. mardi

3. lundi

7. samedi

4. samedi

8. jeudi

2. a. Il fait beau. C'est super.
 b. Il fait chaud.
 c. Il pleut. Il fait mauvais.
 d. Il fait du vent.
 e. Il fait du brouillard.
 f. Il neige. Il fait froid.
 g. Il fait du soleil.

Section 1: Activity 2

2.1

1.

ville	min.	max.
Trois Rivières	7	19
Victoria	13	24
Edmonton	12	28
Regina	7	25
Winnipeg	8	21
Toronto	12	17
Québec	8	18

ville	min.	max.
Fredericton	7	22
Halifax	12	19
Charlottetown	7	20
St-Jean	6	15
Whitehorse	-2	5
Yellowknife	4	11






2. • Victoria
 • Edmonton
 • Regina
 • Winnipeg
 • Fredericton
 • Charlottetown

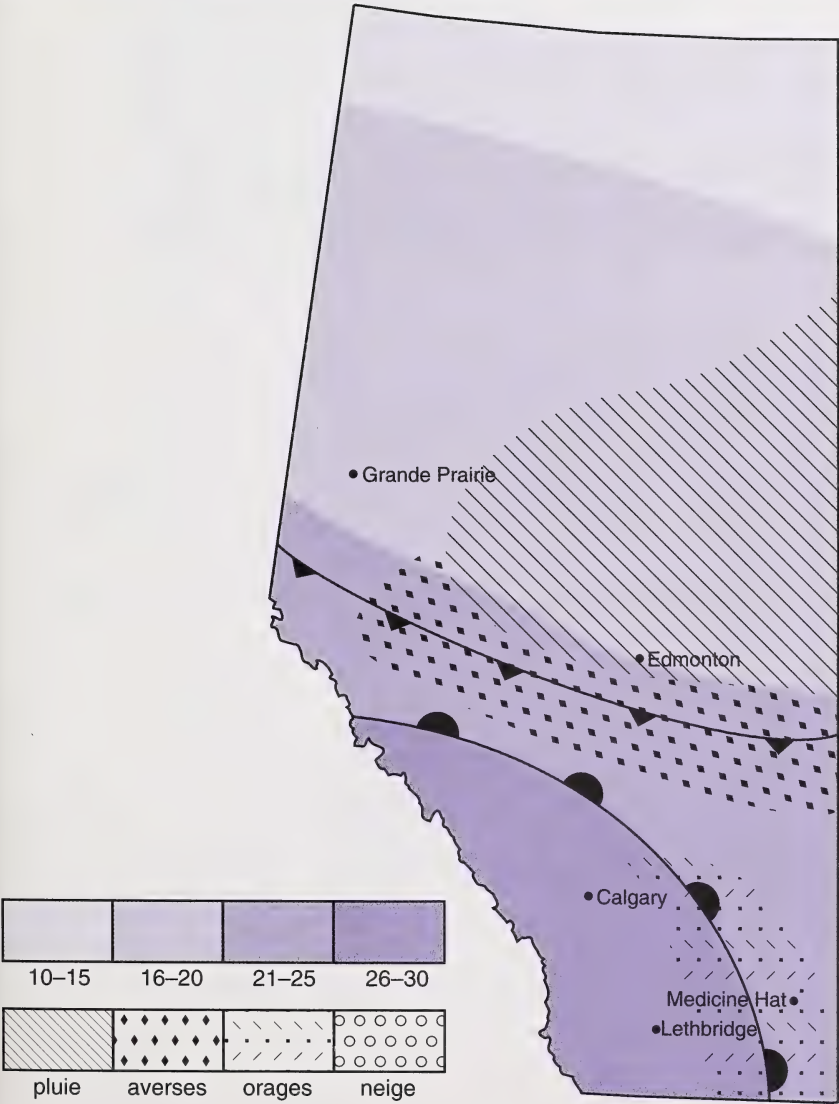
2.2

The scenes you should have checked are 2, 3, 5, and 6.

2.3

Here is a sample of what you may have created.

mercredi	jeudi	vendredi	samedi	dimanche
 pluie 17/10	 couvert 20/11	 partiellement ensoleillé 23/13	 ensoleillé 25/14	 ensoleillé 28/15



Section 1: Activity 3

3.1

1. a. C'est l'automne. En automne, il y a du vent.
b. C'est l'hiver. Il neige. Il fait froid.
2. These are responses you may have made.
 - Au printemps, il pleut.
 - En été, il fait du soleil. Il fait chaud.
 - En automne, il fait du vent.
 - En hiver, il fait froid.

3.2

1. Three cognates you might have noticed are **tremble**, **disperse**, and **brusquement**.
2. The weather expressions used are
 - le vent
 - il a plu
 - il pleut
3. a. The title is "**L'averse**" and the last words are **à verse**.
b. They are related. **L'averse** means *shower* and **à verse** means *to rain buckets*, as in a downpour. The author starts and ends the poem with rainfall. Those words tie the poem together.
4. Your picture or drawing should include things like wind, rain, puddles, and shutters waving in the wind.
5. Your poem will be personal – your own creation.

Section 1: Activity 4

4.1

- a. 2
- b. 1

4.2

	Aujourd' hui:	Aperçu pour samedi:	Aperçu pour dimanche:
météo:	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input checked="" type="checkbox"/> pluie <input type="checkbox"/> pluie verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input checked="" type="checkbox"/>	ensoleillé <input checked="" type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>	ensoleillé <input type="checkbox"/> nuageux <input checked="" type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie verglaçante <input checked="" type="checkbox"/> vent <input checked="" type="checkbox"/> ciel variable <input type="checkbox"/>
température:	minimum: <u>-10</u> maximum: <u>-5</u>	minimum: <u>-5</u> maximum: <u>0</u>	minimum: <u>4</u> maximum: <u>12</u>
probabilités de précipitations:	<u>40%</u> / <u>10</u> %	<u>0</u> %	<u>40</u> %

4.3

1.

	Aujourd' hui:	Demain:
météo:	ensoleillé <input type="checkbox"/> nuageux <input checked="" type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie verglaçante <input type="checkbox"/> vent <input type="checkbox"/> ciel variable <input type="checkbox"/>	ensoleillé <input type="checkbox"/> nuageux <input type="checkbox"/> neige <input type="checkbox"/> pluie <input type="checkbox"/> pluie verglaçante <input type="checkbox"/> vent <input checked="" type="checkbox"/> ciel variable <input type="checkbox"/>
température:	minimum: <u>8</u> maximum: <u>27°</u>	minimum: _____ maximum: <u>16°</u>
probabilités de précipitations:	_____ %	_____ %

Here is a transcript of the weather report on tape segment 711.

Bonjour. Ici Environnement Canada avec les conditions actuelles et les prévisions pour la ville d'Edmonton. A 13 h 00 à Edmonton le temps se montre nuageux. Le mercure indique 26 et le vent est calme.

Division détails:

Aujourd'hui partiellement nuageux avec des averses d'été, pour l'après-midi le maximum près de 27. Vent venant du secteur ouest à 20 km/h. Des averses ou des orages cette nuit. Le minimum 8. Il y aura des averses avec le vent l'après-midi demain, le maximum 16. Pour d'autres renseignements veuillez composer 468-7126 et quelqu'un vous aidera. Merci d'avoir appelé.

Note that the chart has no category for *thunderstorms* (les averses). You may check **pluie** to take account of the thunderstorms.

2. You should have filled in the chart with as much detail as you could. Your replies will depend on the weather and the season when you make the call.

4.4

1. The answers will vary. There should be some comment made by the weather announcer to begin the weather forecast and to get the public's attention. Listen for such words or phrases as **Bonjour, bonsoir, and la météo aujourd'hui....**
2. This answer will vary according to your current forecast. You should have written down the temperatures, conditions, and so on.
3. Again, the answers will vary. There should be some comment or statement made by the announcer to end the weather forecast. Terms such as **À demain, jusqu'à demain, and bonsoir** could be used.

4.5

1. Qu'est-ce qu'on annonce pour aujourd'hui Un peu de tout! Quel temps
horrible ! Si vous êtes obligé de conduire aujourd'hui – petit conseil: appelez un
taxi ! Les **routes** sont couvertes de **glace** et sont
très dangereuses. La **police** rapporte déjà plusieurs **accidents**. À
l'heure actuelle, on a de la **pluie** verglaçante. Au cours de l'
après-midi, ça va se changer en **neige**. On annonce
dix cm pour ce soir, avec possibilité de pluie avant demain matin. Donc, voilà!
Pas très **intéressant** ! Si vous n'avez pas besoin de sortir, restez **chez**
vous – et écoutez la radio!!

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman., 1989). Reproduced by permission of Addison-Wesley Publishers.

2. Introduction: **Qu'est-ce qu'on annonce pour aujourd'hui? Un peu de tout!**

Conclusion: **Si vous n'avez pas besoin de sortir, restez chez vous – et écoutez la radio!**

4.6

- | | |
|-------------------|-----------------------|
| 1. Dans les Alpes | 5. Rouen |
| 2. Les Arcs | 6. les Gorges du Tarn |
| 3. Paris | 7. Cannes |
| 4. Paris | |

4.7

1. Demain il va faire mauvais.
2. Demain il va faire froid.
3. Demain il va neiger.
4. Demain il va pleuvoir.

4.8

1. Où est-ce que tu **vas** en vacances cet été?
2. Je **vais** à Nice avec ma famille.
3. Comment est-ce que vous y **allez**?
4. Nous y **allons** en avion.
5. Est-ce que ta soeur y **va** aussi?
6. Non, elle **va** à Montréal avec son amie Chantal. Elles y **vont** en train.
7. Quand est-ce qu'elles y **vont**? Au mois de juin.

4.9

1. Vous allez avoir froid.
2. Elle va aller au cinéma?
3. Ils vont rester à la maison.
4. Il va faire chaud aujourd'hui?
5. Nous allons manger à la cafétéria.
6. Elles vont étudier. (Gisèle et Julie vont étudier.)
7. Tu vas faire du ski nautique cet été?
8. Je vais jouer au basket-ball.

Section 1: Follow-up Activities**Extra Help 1**

1. Il fait du soleil.
2. Il fait du brouillard.
3. Il fait froid.
4. Il pleut.
5. Il fait du vent.
6. Il y a des orages et des éclairs.
7. Il fait chaud.
8. Il fait mauvais.
9. Il y a des nuages.
10. Il neige.

À Toronto ...



À Amsterdam ...



À Bruxelles ...



Au Caire ...



À Copenhague ...



¹ Illustrations, Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

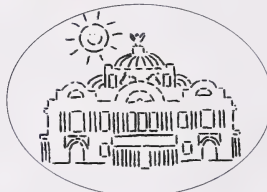
À Hong Kong ...



À Londres ...



À Mexico ...



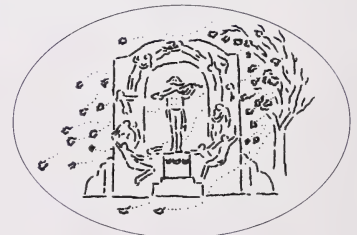
À Moscou ...



À Paris ...



À Vienne ...



¹ Illustrations Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.









Extra Help 3

You should have added appropriate symbols for these expressions.

It is snowing.
It is raining.
It is nice.
It is cold.

It is sunny.
It is windy.
It is showering.
It is cloudy.

Enrichment 1

<div>IUR BLDL RAO</div>	IL FAIT DU <u>BROUILLARD</u>	7	1	
<div>I R D O F</div>	IL FAIT _____ FROID _____	3	2	
<div>T N E V</div>	IL FAIT DU _____ VENT _____	6	3	
<div>U B E A</div>	IL FAIT _____ BEAU _____	4	4	
<div>EA UXU GN</div>	C'EST _____ NUAGEUX _____	8	5	
<div>D UHC A</div>	IL FAIT _____ CHAUD _____	5	6	
<div>L U T P E</div>	IL _____ PLEUT _____	2	7	
<div>I E G E N</div>	IL _____ NEIGE _____	1	8	

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Section 2: Activity 1

1.1

- | | |
|------------|-----------|
| 1. Marc | 2. Julie |
| 3. Céline | 4. Robert |
| 5. Suzanne | 6. Pierre |
| 7. Luc | 8. Nicole |

9.

	lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
matin		Robert (le cyclisme)				Marc (la planche à voile) Suzanne (le ski alpin)	
après-midi	Nicole (la natation)						Luc (le soccer)
soir	Julie (le hockey)		Pierre (le base-ball)	Céline (la luge)			

1.2

Numbers 1 to 14 required you to listen to tape segment 717 and repeat the French name for each sport.

15. Au printemps Martin peut faire la natation, le cyclisme, le base-ball, le soccer, l'équitation, la planche à roulettes, l'athlétisme, et le football.

1.3

1. a. Sylvie fait du cyclisme.
- b. Elle parle avec Martin.
- c. La météo annonce de beau temps.

- Here is the basic conversation with blanks for the information you need to provide.

Sylvie: ... du sport.

Martin: Quel sport vas-tu faire?

Sylvie: Je vais faire du _____.

Martin: J'aime faire du _____ quand il fait _____. As-tu un _____?

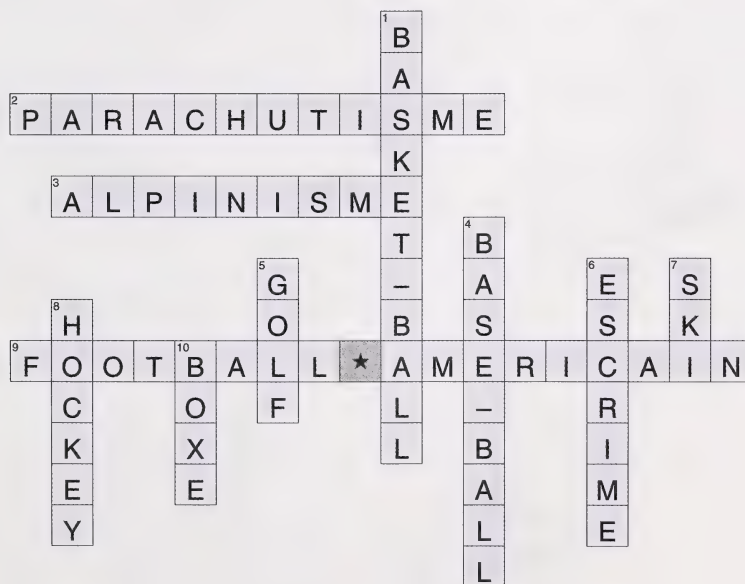
Sylvie: Oui un(e) _____.

Martin: Est-ce que tu fais souvent du _____?

Sylvie: Oui, c'est un sport excellent pour rester en bonne forme!

1.4

1.



- French 13

Section 2: Activity 2

2.1

1. a. Les calories: 602

The activities may vary as long as the time spent on the activity burns up the total number of calories.

Il doit faire du vélo/du cyclisme pendant une heure. Ou il doit marcher pendant deux heures.

- b. Les calories: 720

Elle doit faire du jogging pendant une heure.

- c. Les calories: 536

Elle doit jouer du tennis pendant une heure.

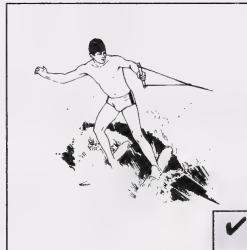
2.2

1. You were to place a check beside each sport as you heard it.

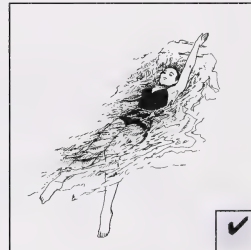
2.



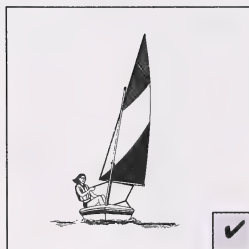
la planche à voile



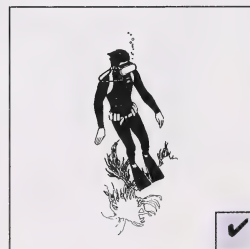
le ski nautique



la natation



la voile



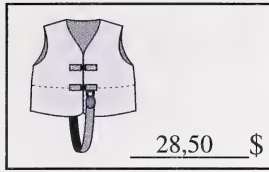
la plongée sous-marine

2.3



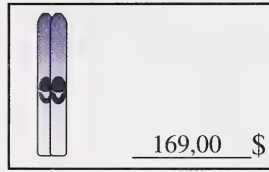
350,00 \$

une planche à voile



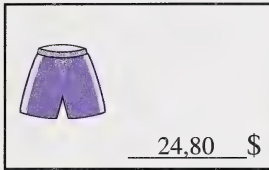
28,50 \$

une gilet de sauvetage



169,00 \$

des skis de slalom



24,80 \$

un maillot de bain



12,99 \$

une grande serviette



39,99 \$

une canne à pêche



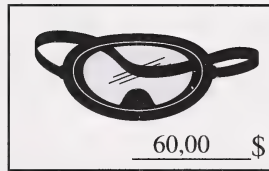
60,00 \$

une veste de pêche



99,99 \$

un vêtement isothermique



60,00 \$

un masque

2.4

1. You should have shaded these body parts: the back, the nose, the arms, the legs, and the head.
2. **Elle a mal ...** was repeated. This expression could take the form **Elle a mal au ...**, **Elle a mal à la ...**, or **Elle a mal aux ...**
3. a. Oui, j'ai mal au nez.
b. J'ai mal au dos.
c. Je n'ai pas mal aux pieds.
d. Oui, J'ai mal à la tête.

2.5

1. Sylvie says all of the items in this order: un chapeau, un parapluie, une grande serviette, un sandwich, un écran solaire, un Coke diète, des lunettes de soleil, une chemise, et des pantalons.
2.
 - a. un écran solaire
 - b. un chapeau
 - c. des lunettes de soleil
 - d. des vêtements protecteurs (une chemise et des pantalons)

Section 2: Activity 3

3.1

1. Your answers will vary. Weather expressions for autumn include these: Il fait beau. Il fait mauvais. Il fait du vent. Il fait frais. Il neige un peu.
2. Answers will vary. Sports named must be appropriate for autumn. Some possibilities are le football, le football américain, la planche à roulettes, et la voile.

3.2

1.

Sport	À l'intérieur	À l'extérieur
la danse aérobique		✓
le hockey	✓	
le basket-ball	✓	
le volley-ball		✓
le soccer		✓
la planche à roulettes		✓

2. Les sports à l'extérieur sont la danse aérobique, le volley-ball, le soccer, et la planche à roulettes.
3. You may have listed any indoor sport.

4. Martin mentions these indoor sports:

- la gymnastique
- le ping-pong
- le raquet-ball
- le judo

5. a. étirer les bras
b. plier les jambes
c. courir en place

Section 2: Activity 4

4.1

1. a. Il fait de la motoneige.
b. Il fait de la raquette.
c. Elle fait du patinage artistique.
d. Il fait du ski de fond.
e. Il joue au hockey.
f. Il fait du curling.
g. Elle fait du ski alpin.

2. a.

Les noms	la luge	la raquette	le ski	le hockey
Pierre				✓
Frédéric	✓		✓	
Camille		✓	✓	
Vanda		✓	✓	✓
Julie			✓	✓
PPO				✓
André				✓

b. Oui, il y a assez de joueurs qui aime le hockey.

1.
 - a. le hockey, la patinage artistique
 - b. la raquette
 - c. le ski de fond
 - d. le hockey
 - e. le hockey
2.
 - a. Ils sont au lac.
 - b. Ce sont des réponses possibles:
 - Il fait frais.
 - Il fait du vent.
 - Il fait froid.
 - c. Elle est la gardienne de but.
 - d. Elle a une gelure des doigts et du nez.
3. Des vêtements d'hiver sont une tuque, des mitaines, un anorak, des bottes, un chandail, un pull, et un sweatshirt.
4.
 - a. *A cold is **un rhume**. To have a cold is être enrhumé or avoir un rhume.*
 - b. Des aliments sont de la soupe de poulet, du jus d'orange, des fruits, de la vitamine C, et une abondance de liquides.
5. These are the responses you should have written in the speech bubbles.
 - Je m'appelle Luc Hébert.
 - J'habite à Edmonton.
 - 8403 rue Marie-Anne Gaboury.
 - Je fais du ski alpin.
 - Je fais du ski quatre fois par année.
 - J'ai mal à la jambe; j'ai mal au genou; j'ai mal au dos.
 - Oui, à l'hôpital!

6. These are Marie's possible questions as given on your tape.

- Qui, ça va Luc, et toi?
- Qù es-tu? Tu es chez toi?
- Qu'est-ce que tu fais à Banff?
- Tu es à l'hôpital?
- Comment, tu as mal à la jambe? Pourquoi?
- Tu vas rester combien de temps à l'hôpital?
- Est-ce que tu fais des leçons?

4.3

Toronto 5, Québec 2

Détroit 4, Philadelphie 2

Washington 8, Edmonton 6

Pittsburgh 6, Chicago 4

Hartford 5, Calgary 3

Buffalo 3, Minnesota 3

St-Louis 5, Winnipeg 2

4.4

1. Tu es **toujours** à l'heure.
2. Il fait **très** beau.
3. Il pleut **beaucoup** aujourd'hui.
4. Elles patinent **assez** bien.
5. Il y a **encore** du brouillard.
6. Nous jouons **enfin** au soccer.
7. Vous faites **souvent** de la bicyclette.
8. Ils font **trop** des exercices.

Section 2: Follow-up Activities

Extra Help 1

1. l a pl a nch e à v o i l e
2. l e h o ck e y
3. l a l u g e
4. l e v é l o
5. l a b i cycl e tt e
6. l e cycl i sm e
7. l e sk i a lp i n
8. l e b a s e - b a ll
9. l a n a t a t i o n
10. l e s o cc e r
11. l e sk i d u f o nd
12. l' é q u i t a t i o n
13. l' a lp i n i sm e
14. l' a thl é t i sm e
15. l e f o o tb a ll
16. l e b a sk e t - b a ll
17. l a b o x e
18. l' e scr i m e
19. l e f o o tb a ll a m é r i c a i n
20. l e g o lf

21. l e p a r a c h u t i s m e
22. l a m a r c h e
23. l e j o g g i n g
24. l e t e n n i s
25. l e s k i n a u t i q u e
26. l a v o i l e
27. l e p l o n g é e s o u s - m a r i n e
28. l a p ê c h e
29. l a p l a n c h e à r o u l e t t e s
30. l a d a n s e a é r o b i q u e
31. l e v o l l e y - b a l l
32. l a g y m n a s t i q u e
33. l e p i n g - p o n g
34. l e r a q u e t - b a l l
35. l e j u d o
36. l a m o t o n e i g e
37. l e p a t i n a g e a r t i s t i q u e
38. l e c u r l i n g
39. l a p a r t i e d e h o c k e y

Extra Help 2

1. Elles vont à Toronto mais elles ne vont pas à la Tour CN.
2. Nous allons au supermarché mais nous n'allons pas à la pharmacie.
3. Il va à l'aéroport mais il ne va pas au restaurant.

4. Vous allez jouer au base-ball mais vous n'allez pas nager.
5. Tu vas à la banque mais tu ne vas pas au centre d'achats.
6. Je vais à école mais je ne vais pas travailler.

Enrichment 1

You are an expert on sports if you knew all the answers!

1. En automne de 2000, il va être 30 équipes dans la Ligue nationale de hockey.
2. Il y a trois billes dans un jeu de billard. Le jeu snooker (une forme de billard) a 26 billes.
3. Il y a six couleurs de ceinture au tae kwon do.
4. Il y a seize palets sur glace quand on joue au curling.
5. Il y a cinq ou dix quilles dans un jeu de bowling.
6. Il y a neuf ou dix-huit trous sur un terrain de golf.

Enrichment 2

Answers will vary depending on the sport chosen.

